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ABSTRACT

This Accountability Procedures Manual (APM) is designed to be used by Texas Education Agency staff and other education system personnel as a guide for on-site evaluations. It is the responsibility of each member of an on-site peer review team to become familiar with the contents of the APM. Quality peer review evaluations demand consistency, accuracy, and adherence to approved procedures. This manual will help ensure that on-site evaluation teams are consistent and accountable to the Agency and to local school districts. The APM also provides a basis for preparing for on-site evaluations, interviewing school personnel, making observations, and reporting findings. The APM is organized into six sections. The first presents the statutory authority for on-site evaluation and describes the purpose and organization of the APM. Section 2 describes the types of on-site visits, and section 3 contains general guidelines for Agency staff and participants. Section 4 describes the duties, roles, and responsibilities of on-site evaluation teams, and section 5 describes the roles and responsibilities of Education Service Center staff. Section 6 contains the acronyms used in the division reports and documents. (SLD)

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ACCOUNTABILITY PROCEDURES MANUAL

for On-Site Evaluations

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2002-2003

Texas Education Agency
Department of Quality, Compliance, and Accountability Reviews
Division of Accountability Evaluations

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I. Introduction

School districts and campuses across the state are accountable for meeting the state's standards of performance for students and for providing educational programs in accordance with federal and state statutes and regulations. The state's accountability system includes a variety of on-site accountability evaluations designed to provide feedback for improvement. The on-site visits are conducted by trained peer review team members who are guided by professional staff from the Texas Education Agency.

On-site accountability visits include the following: accreditation reviews; alternative education campus reviews; bilingual education/English as a second language (BE/ESL) compliance reviews; charter school reviews; combination reviews; corrective action reviews; District Effectiveness and Compliance (DEC) reviews; integrated reviews for accreditation, alternative, DEC, and fiscal management; special investigations for data anomalies; and special investigations for alleged civil rights violations and school governance problems. The terms "review," "evaluation," "on-site investigation," and "on-site visit" are used interchangeably in accountability evaluations documents.

The peer review process is established through comprehensive training sponsored annually by the Department of Quality, Compliance, and Accountability Reviews. The program referred to as the Texas School Improvement Initiative (TSII) provides training to more than 1,000 local district practitioners, including superintendents, principals, program and curriculum specialists, counselors, teachers, and other educators. They subsequently are assigned to participate as peer review team members in on-site accountability evaluations under the guidance of professional staff from the Agency.

The operating procedures for conducting on-site peer review visits are designed to promote excellence and equity in student performance for all students in Texas public schools. Procedures are developed and approved by the Department of Quality, Compliance, and Accountability Reviews of the Agency.

Statutory Authority

Texas Education Code (TEC) §39.074(a) and (b), *On-Site Investigations*, states, "The commissioner may: (1) direct the agency to conduct on-site investigations at any time to answer any questions concerning a program, including special education, required by federal law or for which the district receives federal funds; and (2) raise or lower the performance rating as a result of the investigation. The commissioner shall determine the frequency of on-site investigations by the agency according to annual comprehensive analyses of student performance and equity in relation to the academic excellence indicators adopted under Section 39.051."

TEC §39.076, *Conduct of Investigations*, states, "The agency shall adopt written procedures for conducting on-site investigations" and "make the procedures available to the complainant, the alleged violator, and the public. Agency staff must be trained in the procedures and must follow the procedures in conducting the investigation."

Special Accreditation Investigations

Special investigations are authorized under the following circumstances in accordance with TEC §39.075, *Special Accreditation Investigations*: "(1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined; (2) when excessive numbers of allowable exemptions from the required state assessments are determined; (3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order; (4) in response to established compliance reviews of the district's financial accounting practices and state and federal requirements; (5) when extraordinary numbers of student placements in alternative education programs, other than placements under Sections 37.006 and 37.007, are determined; or (6) in response to an allegation involving a conflict between members of the board of trustees or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by this code [the Texas Education Code]."

Monitoring for Compliance

TEC §7.021(b)(1), *Texas Education Agency Powers and Duties,* states, "The agency shall administer and monitor compliance with education programs required by federal or state law, including federal funding and state funding for those programs." TEC §29.001, *Statewide Plan*, requires the Agency to develop a statewide plan that includes procedures designed to "allow the agency to effectively monitor and periodically conduct site visits of all school districts to ensure that rules adopted under [Subchapter A, Special Education Program] are applied in a consistent and uniform manner, to ensure that districts are complying with those rules, and to ensure that annual statistical reports filed by the districts are accurate and complete."

TEC §29.010, *Compliance*, states, "The agency shall monitor school district compliance with federal and state laws relating to special education by inspecting each school district at the district's facilities." It further requires the Agency to "develop and implement a system of sanctions for school districts whose most recent monitoring visit shows a failure to comply with major requirements of the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.), federal regulations, state statutes, or agency requirements relating to special education." It mandates, "For districts that remain in noncompliance for more than one year, the first stage of sanctions shall begin with annual or more frequent monitoring visits."

With respect to bilingual education, TEC §29.062, *Compliance*, states that the Agency "shall monitor compliance with state rules by inspecting each school district and open-enrollment charter school on-site at least every three years." This section of state statute also requires the Agency to "notify a school district or open-enrollment charter school found in noncompliance in writing, not later than the 30th day after the date of the on-site monitoring. If a school district or open-enrollment charter school fails or refuses to comply after proper notification, the agency shall apply sanctions, which may include the removal of accreditation, loss of foundation school funds, or both."

Information Sources

In conducting an on-site accreditation investigation, TEC §39.074, *On-Site Investigations*, states, "the investigators shall obtain information from administrators, teachers, and parents of students enrolled in the district. The investigation may not be closed until information is obtained from each of those sources." It also states that the information from teachers must be obtained "in a manner that prevents a campus or district from screening the information." With respect to monitoring for compliance of special education, TEC §29.010, *Compliance*, states, "To complete the inspection, the agency must obtain information from parents of students in special education programs in the district."

Intervention Team Duties

In accordance with TEC §39.131, *Sanctions*, a special campus intervention team (to be defined and discussed) may: (1) conduct a comprehensive on-site evaluation of each Low-Performing campus to determine the cause for the campus's low performance and lack of progress; (2) recommend actions, including reallocation of resources and technical assistance, changes in school procedures or operations, staff development for instructional and administrative staff, intervention for individual administrators or teachers, waivers from state statute or rule, or other actions the team considers appropriate; and (3) assist in the development of a campus plan for improvement of student achievement.

Reports

With respect to each on-site investigation, TEC §39.074(f) states, "The investigators shall report orally and in writing to the board of trustees of the district and, as appropriate, to campus administrators and shall make recommendations concerning any necessary improvements or sources of aid such as regional education service centers."

Sanctions

TEC §39.075, *Special Accreditation Investigations*, further provides, "Based on the results of a special accreditation investigation, the commissioner may lower the district's accreditation rating and may take appropriate action under Subchapter G." Subchapter G, *Accreditation Sanctions*, §39.131 provides a series of sanctions, including issuing public notice of deficiency to the board of trustees; ordering a hearing conducted by the board of trustees to notify the public of unacceptable performance, expected improvements, and possible state sanctions; ordering submission of a student achievement improvement plan to the commissioner for approval; ordering a hearing before the commissioner or his designee; conducting an on-site investigation; appointing a special campus intervention team, monitor, master, or management team; annexing a district; or ordering closure of a campus.

Purpose and Organization of the Accountability Procedures Manual

The Accountability Procedures Manual (APM) is designed to be used by Agency staff, TSII participants, education service centers (ESCs), and school districts as a guide for on-site accountability evaluations. It is the responsibility of each member of the on-site peer review team to become familiar with the contents of the APM. Quality peer review evaluations demand consistency, accuracy, and adherence to approved procedures. This manual will help ensure that on-site evaluation teams are consistent and accountable to the Agency and to local school districts. The APM will also provide a basis for preparing for on-site evaluations, interviewing school personnel, making observations, and reporting findings.

The *Accountability Procedures Manual for On-Site Evaluations* is organized into six major sections. Section I presents the statutory authority for on-site evaluations and the purpose and organization of the APM. Section II describes the types of on-site visits conducted by the Division of Accountability Evaluations. Section III provides general guidelines that Agency staff and TSII participants use to conduct on-site evaluations and serves as a practical guide for on-site visits. Section IV describes the duties, roles, and responsibilities of both Agency and peer review team members for conducting district and campus on-site visits. Section V provides a description of the roles and responsibilities of regional ESC staff members during on-site accountability visits. Section VI contains acronyms that are used in the division reports and documents.

II. Types of On-Site Accountability Evaluations

Procedures	Accreditation— Low-Performing TAAS	Alternative Education—Needs Peer Review	Integrated Review (Accreditation, Alternative Education, DEC, and Fiscal Management)	Follow-up Review/Accreditation/Needs Peer Review	Corrective Action Review (CAR)	Accreditation Review—Dropout Only 2nd Year	District Effectiveness and Compliance (DEC)	Bilingual Education/English as a Second Language (BE/ESL) Visit	Charter School Initial On-Site Review	Charter School Accreditation Review	Charter School Alternative–Needs Peer Review	Charter School District Effectiveness and Compliance (DEC)	Charter School Corrective Action Review (CAR)
Pre-Visit Planning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TSII Orientation	✓	✓	✓	✓		✓	✓			✓	✓	✓	
District Entry Conference	✓	✓•	✓	✓	✓	✓	✓	✓					
Superintendent's Interview	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓•	✓•	✓•	✓•
Board of Trustees Interview	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	
District Roundtable Discussion	✓•	✓•	✓	✓•	✓•	✓•	✓		✓•				
Special Program Staff Interviews	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unscreened Teacher Interviews	✓	✓	✓	✓		✓				✓	✓	✓	
Campus Entry Conference	✓	✓	✓	✓		✓			✓•	✓	✓	✓•	
Principal's Interview	✓	✓	✓	✓		✓	✓		✓•	✓•	✓•	✓•	
Campus Roundtable Discussion	✓	✓	✓	✓		✓							
Campus Staff/Teacher Interviews	✓	✓	✓	✓	✓•	✓	✓	✓	✓•	✓	✓	✓	✓+
Parent Roundtable Discussion/Input	✓	✓•	✓	✓		✓	✓	✓•	✓	✓	✓	✓	
Campus Visits	✓	✓	✓	✓	✓•	✓	✓	✓		✓	✓	✓	✓+

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Procedures	Accreditation— Low-Performing TAAS	Alternative Education—Needs Peer Review	Integrated Review (Accreditation, Alternative Education, DEC, and Fiscal Management)	Follow-up Review/Accreditation/Needs Peer Review	Corrective Action Review	Accreditation Review—Dropout Only 2nd Year	District Effectiveness and Compliance (DEC)	Bilingual Education/English as a Second Language (BE/ESL) Visit	Charter School Initial On-Site Review	Charter School Accreditation Review	Charter School Alternative –Needs Peer Review	Charter School District Effectiveness and Compliance (DEC)	Charter School Corrective Action Review (CAR)
Campus/Classroom Observations	✓	✓	✓	✓	✓+		✓		✓	✓	✓	✓	✓+
Document and Special Programs Reviews, Part I			✓		✓		✓	✓	✓			✓	✓
Special Ed. Folder and Document Review, Part II			✓		✓		✓		✓			✓	✓
Special Programs Debriefing Conference			✓		✓		✓		✓			✓	✓
Special Education Program Debriefing Conference			✓		✓		✓		✓			✓	✓
Sp Ed Campus Visit/Case Studies			✓				✓					✓	
Campus Exit Conference	✓•	✓•	✓	✓•		✓•			✓•	✓•	✓•	✓•	✓•
District Exit Conference	✓•	✓•	✓•	✓•	✓	✓•	✓	✓	✓•	✓•	✓•	✓•	✓•
Post-visit Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

•Check description of procedures for exceptions.
✓+ Indicates that the use of specific procedure is contingent on the unique needs of the visit.
Shaded areas indicate visit types that do not involve TSII participation.
••There may be other types of follow-up visits.

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Accreditation Review—Low-Performing Texas Assessment of Academic Skills (TAAS)

Purpose

The Division of Accountability Evaluations is responsible for conducting on-site accreditation visits to districts and campuses determined by annual student performance as indicated on the Academic Excellence Indicator System (AEIS) report(s). An accreditation visit due to Texas Assessment of Academic Skills (TAAS) performance will result if a district or campus does not meet minimum state standards in the areas of reading, mathematics, and written expression for All Students or specific student populations (African American, Hispanic, White, or Economically Disadvantaged).

The major purposes of the performance-based accreditation reviews due to TAAS performance are to:

- determine the progress of student populations targeted due to performance that does not meet state standards on the TAAS
- determine the extent to which organized and effective decision making and planning is occurring at both the district and the campus levels that address the specific areas of identified student performance deficiencies or condition(s) of performance
- provide recommendations for district/campus improvement
- recommend follow-up when special program deficiencies are noted
- recommend to the Commissioner of Education any additional sanctions deemed necessary.

Participants

The accreditation peer review team for an on-site evaluation is composed of:

- one or more Agency staff members
- TSII members.

Procedures

- pre-visit planning
- TSII orientation
- district entry conference (if applicable)
- superintendent's interview
- board of trustees' interviews
- district roundtable discussion (may be combined with the campus roundtable discussion if conducting a single-campus visit to a school district)
- special program staff interviews
- unscreened teacher interviews
- campus entry conference
- principal's interview

- campus roundtable discussion
- campus staff/teacher interviews
- parent roundtable discussion/input
- campus/classroom observations
- campus exit conference (may be combined with the district exit conference if conducting a single-campus visit to a school district)
- district exit conference (may be combined with campus exit conference if conducting a single-campus visit to a school district; at least one member of the board of trustees must be present)
- post-visit activities.

Points of Review

- area(s) of low performance or condition(s) of performance
- district/campus improvement plan
- decision-making and planning policies and procedures
- district/campus self-evaluation documents
- district/campus budget summaries [Title I, Part A and state compensatory education (SCE)]
- Agency-generated Accountability Profile
- previous accreditation reports
- waivers and exceptions (if applicable)
- reports of complaint investigations
- other pertinent information available.

Products

- one district report and appropriate campus reports in districts with two or more Low-Performing campuses
- one campus report and no district report for districts with one Low-Performing campus.

Accreditation Review—Dropout Only

District/Campus Dropouts

Purpose

The Division of Accountability Evaluations is responsible for monitoring first-year dropout campuses through a desk audit. An on-site accreditation evaluation will be conducted for second-year dropout districts/campuses only as determined by the annual student dropout rate reported on the AEIS. A dropout rate that exceeds state standards for All Students or specific student populations (African American, Hispanic, White, or Economically Disadvantaged) can result in a desk audit and/or accreditation evaluation.

The major purposes of the performance-based accreditation reviews due to the dropout rate are to:

- identify factors that may contribute to the areas of high dropout rates for special populations and special programs
- determine the extent to which organized and effective decision making and planning are occurring at both the campus and district levels to address the specific areas of identified student performance deficiencies
- determine the factors impacting the dropout rate and attendance rate
- provide recommendations for district/campus improvements
- recommend follow-up when special program deficiencies are noted
- recommend to the Commissioner of Education any additional sanctions deemed necessary.

First-Year: Dropout Only—Desk Audit

Participant

One staff member from the Division of Accountability Evaluations will be assigned to conduct the desk audit.

Procedures

- A desk audit is conducted by an assigned staff member in the Division of Accountability Evaluations.
- If the district is scheduled for another type of on-site visit, the assigned staff member may use the identified activities related to the visit as a means to collect and verify additional information and data relating to the desk audit.

The desk audit review will incorporate the following activities:

- a phone call to the district and/or principal to discuss the desk audit
- discussion of information/data that the district will forward to the Agency
- review of campus data
- if needed, phone calls to gather/verify information and data
- if the district is scheduled for another type of on-site visit, possible use of the identified activities related to the visit as a means to collect and verify additional information and data relating to the desk audit, in lieu of phone calls.

Points of Review

- area(s) of low performance or condition(s) of performance
- campus improvement plans
- planning and decision-making policies and procedures
- campus self-evaluation documents
- other pertinent information available.

Product

A report is sent to the district from the Division of Accountability Evaluations. If the district is scheduled for another type of on-site visit, the dropout report will be mailed with the other report(s).

Second-Year: Dropout Only—Accreditation Review

Participants

The accreditation peer review team for an on-site evaluation is composed of the following:

- one or more Agency staff members
- TSII member(s).

Procedures

On-site review with the following activities:

- pre-visit planning
- TSII orientation
- abbreviated district entry conference
- optional district roundtable discussion
- campus entry conference
- principal's interview
- campus roundtable discussion
- unscreened teacher interviews
- campus visits
- campus staff/teacher interviews
- special program staff interviews
- parent roundtable discussion
- superintendent's interview
- board of trustees' interviews
- campus exit (may be combined with the district exit)
- district exit conference
- post-visit activities.

Points of Review

- area(s) of low performance or condition(s) of performance
- district/campus improvement plans
- planning and decision-making policies and procedures
- district/campus self-evaluation documents
- district/campus budget summaries
- Agency-generated Accountability Profile

- prior accreditation reports
- waivers (if applicable)
- complaints (if applicable)
- other pertinent information available.

Products

- one district report and appropriate campus reports in districts with two or more Low-Performing campuses
- one campus report and no district report for districts with one Low-Performing campus

Alternative Education—Needs Peer Review

Purpose

The purposes of an alternative education Needs Peer Review visit are to:

- review any area of the alternative education campus proposal for which an approved objective was not met
- determine how the campus has addressed the area(s) of concern.

Participants

The peer review team for a Needs Peer Review on-site visit is composed of:

- Agency staff members
- TSII member(s) trained for alternative education visits.

Procedures

- pre-visit planning
- TSII orientation
- district entry conference (may be conducted with the campus entry conference)
- district roundtable discussion (may be combined with campus roundtable discussion)
- special program staff interviews
- unscreened teacher interviews
- campus entry conference
- principal's interview
- board of trustees interview(s)
- superintendent interview
- campus roundtable discussion
- campus staff/teacher interviews
- parent roundtable discussion/input (required; may include probation officers, counselors, and students over the age of 17)

- campus/classroom observations
- campus exit conference (may be combined with district exit conference)
- district exit conference (may be combined with campus exit conference)
- post-visit activities.

Points of Review

An alternative education (Needs Peer Review) campus will be reviewed in much the same way as a Low-Performing campus. The areas of concern, as well as all documents associated with the campus, will be studied.

- alternative education campus proposal
- areas not meeting set objectives from the campus proposal
- district/campus improvement plans
- decision-making and planning policies and administrative procedures
- campus self-evaluation documents
- budget summaries
- prior peer review reports
- waivers and exceptions (if applicable)
- complaints
- other pertinent information available.

Products

When the visit is for alternative education accountability, each alternative education campus will receive one campus report. The multiple alternative education campus summary will identify trends established through campus findings. Since there is no district report, the multiple alternative education campus summary will give the superintendent an insight regarding strengths, areas needing improvement, and district support in improving the campuses' performance.

Accreditation Follow-Up Review

Purpose

The Division of Accountability Evaluations is responsible for conducting on-site follow-up accreditation visits to districts and campuses that have been identified as second or third year Academically Unacceptable, Low Performing--TAAS, and or Needs Peer Review.

The major purposes of the performance-based follow-up reviews are to:

- determine the progress of school improvement for districts/campuses based on previous recommendations

- determine the extent to which organized and effective decision making and planning is occurring at both the district and the campus level(s) that address the specific areas of identified student performance deficiencies or condition(s) of performance
- provide recommendations for district/campus/school improvement
- recommend to the Commissioner of Education any additional sanctions deemed necessary.

Participants

The accreditation peer review team for a follow-up on-site evaluation is composed of:

- one or more Agency staff members
- TSII members.

Procedures

- pre-visit planning
- TSII orientation
- district entry conference (if applicable)
- superintendent's interview
- board of trustees' interviews
- district roundtable discussion (may be combined with the campus roundtable discussion if conducting a single-campus visit to a school district)
- special program staff interviews
- unscreened teacher interviews
- campus entry conference
- principal's interview
- campus roundtable discussion
- campus staff/teacher interviews
- parent roundtable discussion/input
- campus visits/classroom observations
- campus exit conference (may be combined with the district exit conference if conducting a single-campus visit to a school district)
- district exit conference (may be combined with campus exit conference if conducting a single-campus visit to a school district)
- post-visit activities.

Points of Review

- previous accountability report(s)
- area(s) of low performance or condition(s) of performance
- previous recommendations
- previous corrective actions (if Integrated visit)
- district/campus improvement plan
- decision-making and planning policies and procedures

- district/campus self-evaluation documents
- district/campus budget summaries
- Agency-generated Accountability Profile
- waivers and exceptions (if applicable)
- reports of complaint investigations
- other pertinent information available.

Products

- one district report and appropriate campus reports in districts with two or more Low-Performing and/or Needs Peer Review campuses
- one campus report and no district report for districts with one Low Performing or Needs Peer Review campus

Bilingual Education/English as a Second Language

Purpose

The Division of Accountability Evaluations will comply with the requirement in TEC §29.062 to conduct on-site visits of BE/ESL programs at least every three years. The BE/ESL program indicators may be monitored during a DEC visit within the three-year cycle. With every BE/ESL visit, all indicators will be reviewed.

Participants

The BE/ESL team for an on-site visit is composed of at least two Agency staff members.

Procedures

The following procedures are used for a BE/ESL on-site visit:

- pre-visit planning activities
- district entry conference
- special program staff interviews
- superintendent's interview
- parent roundtable discussion/input (the necessity of parental input to be determined by the Agency chairperson)
- document and special programs reviews for the BE/ESL section of the *Reference Guide, Part I, District Effectiveness and Compliance (DEC)*
- district exit conference
- post-visit activities.

NOTE: If a district has another visit (with the exception of a DEC visit), the superintendent may agree to a combination visit.

Points of Review

The following are the points of review for a BE/ESL on-site visit:

- compliance with **all** indicators for BE/ESL
- BE/ESL applications for exceptions and/or waivers, if applicable
- certification/endorsement of BE/ESL teachers
- district/campus budget summaries (BE/ESL funds)
- exemptions from TAAS, only for immigrants who have been in the U.S. 12 months or less
- number of limited English proficient (LEP) students served and number of LEP students not being served
- district/campus improvement plans
- Agency-generated Accountability Profile
- student folder reviews/random sampling
- documentation that all LEP students, including those with parent denials, have taken the Reading Proficiency Tests in English (RPTE).

Product

A written report is mailed to the district.

Charter School Initial On-Site Review

Purpose

The Division of Accountability Evaluations is responsible for conducting district on-site evaluations and monitoring compliance with state and federal requirements for special programs. The charter school initial on-site review focuses on requirements for compliance with state and federal statutes for:

- BE/ESL
- special education.

Other areas of review are:

- quality of services provided by special programs
- implementation of charter application components
- school financial review
- significant factors impacting the performance of students in special programs.

Participants

The review team for a charter school initial on-site review is composed of the following:

- Agency staff members
- special education monitors.

Procedures

Procedures for a charter school initial on-site review include:

- pre-visit planning
- campus entry conference
- superintendent/principal/director interview
- roundtable discussion with individuals involved in budgeting and school planning *
- board of trustees interviews*
- special program staff interviews *
- campus staff/teacher interviews *
- parent roundtable discussion/input
- campus/classroom observation/tour of facility
- document and special programs reviews, the *Reference Guide, Parts I and II*
- special programs debriefing conference(s)
- district/campus exit conference
- post-visit activities.

* These activities will be tailored to meet the needs of each school.

Points of Review

During a charter school initial on-site review, the team members focus on the following items:

- district/campus self-evaluation documents
- school charter document
- district/campus budget
- district policies, procedures for the special education program
- Agency-generated district Accountability Profile
- prior district and campus reports on file with the Agency
- waivers and exceptions (if applicable)
- reports of complaint investigations (if applicable)
- core set of BE/ESL/special education indicators
- other pertinent information available.

Product

The charter school will receive a written report containing findings and recommendations of the on-site review team. This report focuses on the implementation of the school charter and the effectiveness of district/school efforts to improve performance of students served in special state- and federally funded programs and the compliance status of special programs identified in the district.

Charter School District Effectiveness and Compliance Review

Purpose

The Division of Accountability Evaluations is responsible for conducting district on-site evaluations and monitoring compliance with state and federal requirements for special programs. The charter school DEC review focuses on requirements for compliance with state and federal statutes for:

- BE/ESL
- career and technology education (CATE)
- dyslexia
- federal title programs
- gifted and talented (G/T) education
- optional extended year (OEY)
- prekindergarten notification
- special education
- SCE.

Other areas of review are:

- quality of services provided through special programs
- district support for special programs
- significant factors impacting the performance of students in special programs.

Participants

The peer review team for a charter school DEC visit is composed of:

- Agency staff members
- TSII members
- special education team members.

Procedures

Procedures in a charter school DEC visit include:

- pre-visit planning
- TSII orientation
- campus entry conference
- superintendent/principal/director's interviews
- board of trustees interviews
- special program staff interviews
- unscreened teacher interviews

- parent roundtable discussion/input
- teacher interviews
- campus/classroom observations
- special education case study
- document and special programs reviews, the *Reference Guide, Parts I and II*
- special programs debriefing conference
- district/campus exit conference
- post-visit activities.

Points of Review

During a charter school DEC visit, the peer review team members focus on:

- special program fact sheets
- school charter document
- district/campus budget summaries
- Agency-generated district Accountability Profile
- prior district and campus reports on file with the Agency
- waivers and exceptions (if applicable)
- reports of complaint investigations (if applicable)
- other pertinent information available
- district policies and procedures for the special education program.

Product

The charter school will receive a written report containing findings and recommendations of the on-site peer review team. This report focuses on the effectiveness of district/school efforts to improve performance of students served in special state- and federally funded programs and the compliance status of special programs identified in the district.

Charter School Accreditation Review— Low-Performing for Texas Assessment of Academic Skills (TAAS)

Purpose

The Division of Accountability Evaluations is responsible for conducting on-site accreditation evaluations to districts and campuses determined by the annual student performance as indicated on the AEIS report(s). Performance below state standards on the TAAS will result in an accreditation visit. A charter school accreditation visit will result if a district or campus does not meet minimum state standards in the areas of reading, mathematics, and written expression for All Students or specific student populations (African American, Hispanic, White, or Economically Disadvantaged).

The major purposes of the performance-based charter school accreditation reviews are to:

- determine the progress of student populations targeted due to performance that does not meet state standards on the TAAS
- determine the extent to which organized and effective planning is occurring at both the district and the campus level(s) that addresses the specific areas of identified student performance deficiencies or condition of performance
- provide recommendations for district/campus/school improvement
- recommend follow-up when special program deficiencies are noted
- recommend to the Commissioner of Education any additional sanctions that may be deemed necessary.

Participants

The charter school accreditation peer review team for an on-site evaluation is composed of:

- one or more Agency staff members
- TSII members.

Procedures

- pre-visit planning
- TSII orientation
- superintendent/principal/director's interview
- board of trustees interviews
- special program staff interviews
- unscreened teacher interviews
- campus entry conference
- campus staff/teacher interviews
- parent roundtable discussion/input
- campus/classroom observations
- district/campus exit conference
- post-visit activities.

Points of Review

- area(s) of low performance
- school charter document
- district/campus/school improvement plans
- district/campus self-evaluation documents
- district/campus budget summaries (SCE funds)
- Agency-generated Accountability Profile
- previous accreditation reports (if applicable)
- waivers and exceptions (if applicable)
- reports of complaint investigations (if applicable)
- other pertinent information available.

Products

- appropriate campus report

Charter School Alternative Education—Needs Peer Review

Purpose

The purpose of the charter school alternative education—Needs Peer Review is to:

- review any area of the alternative education campus proposal for which an approved objective was not met
- determine how the charter school has addressed the areas of concern.

Participants

The participants for a charter school Needs Peer Review on-site evaluation include:

- one or more Agency staff members
- one or more TSII members trained in alternative education on-site visits.

Procedures

The district and campus entry conference may be combined. A parent roundtable discussion must be scheduled. The parent roundtable discussion should be held at the most convenient time for the parents/guardians. In some cases, there will be no parents. Probation officers, counselors, and students over the age of 17 may be included in the parent roundtable discussion. The campus and district exit conferences may be combined. If only one alternative education campus/school visit is conducted, the campus/school exit conference is the final (district) exit conference.

- pre-visit planning
- TSII orientation
- board of trustees interviews
- special program staff interviews
- unscreened teacher interviews
- campus entry conference
- superintendent/principal/director's interviews
- campus staff/teacher interviews
- parent roundtable discussion/input
- campus/classroom observations
- district/campus exit conference
- post-visit activities.

Points of Review

A charter school alternative education (Needs Peer Review) campus will be reviewed in much the same way as a Low-Performing campus. The areas of concern, as well as all documents associated with the campus, will be studied.

- area(s) not meeting set objectives in the campus proposal
- school charter document
- district/campus improvement plans
- campus/school self-evaluation documents
- budget summaries
- prior peer review visit report(s)
- waivers and exceptions (if applicable)
- complaints (if applicable)
- other pertinent information available.

Products

- appropriate campus report

Combination Review

Combination on-site evaluations are conducted to provide comprehensive reviews and to consolidate on-site visits in the same public school district during a school year. To the degree possible, on-site accountability evaluations of campuses rated Low Performing or Needs Peer Review will be combined with regularly scheduled DEC reviews of district compliance with federal and state requirements for special programs. A combination visit may include a combination of any visit types (such as accreditation and alternative education). School Financial Audits staff members do not participate in combination visits.

Products

- a report for each type of visit

NOTE: Visits such as contracts and grants could be combined with another visit to make a combination visit.

Corrective Action Review

Purpose

The purpose of a Corrective Action Review (CAR) visit is to:

- monitor the implementation of Agency-approved corrective actions

- identify areas in which the district has failed to fully implement the corrective actions submitted.

Participants

- Agency staff members
- special education team members (when appropriate)

Procedures

- pre-visit planning
- district entry conference
- superintendent's interview
- district roundtable discussion (may be modified to substitute for interviews with district staff members)
- special programs staff interviews
- campus staff/teacher interviews (if applicable to indicator)
- campus/classroom observations (if applicable to indicator)
- document and special programs reviews, *Reference Guide, Parts I and II*
- special education program debriefing conference (as needed)
- special programs debriefing conference (as needed)
- district exit conference
- post-visit activities.

Points of Review

A review of any of the following items will be conducted only when they are applicable to the indicators that are involved in the corrective action:

- district/campus improvement plan(s)
- district policies and procedures for decision making and planning
- evaluation of the effectiveness of decision making and planning
- district/campus budget summaries
- Agency-generated district Accountability Profile
- prior accreditation report, alternative education report, DEC report, exceptions/waivers, complaints, financial report, pertinent information from relevant Standard Application System (SAS), and others.

Product

- a written Corrective Action Review report

Charter School Corrective Action Review

Purpose

The purpose of a Corrective Action Review (CAR) visit is to:

- monitor the implementation of Agency-approved corrective actions
- identify areas in which the district has failed to fully implement the corrective actions submitted.

Participants

- Agency staff members
- special education team members (when appropriate)

Procedures

- pre-visit planning
- campus entry conference
- superintendent's interview
- special programs staff interviews
- campus staff/teacher interviews (if applicable to indicator)
- campus/classroom observations (if applicable to indicator)
- document and special programs reviews, *Reference Guide, Parts I and II*
- special education program debriefing conference (as needed)
- special programs debriefing conference (as needed)
- district/campus exit conference
- post-visit activities.

Points of Review

A review of any of the following items will be conducted only when they are applicable to the indicators that are involved in the corrective action:

- district/campus improvement plan(s)
- district policies and procedures for decision making and planning
- evaluation of the effectiveness of decision making and planning
- district/campus budget summaries
- Agency-generated district Accountability Profile
- prior accreditation report, alternative education report, DEC report, exceptions/waivers, complaints, financial report, pertinent information from relevant Standard Application System (SAS), and others.

Product

- a written Corrective Action Review report

District Effectiveness and Compliance Review

Purpose

The Division of Accountability Evaluations is responsible for conducting district on-site visits and monitoring compliance with state and federal requirements for special programs. A district may be selected for a DEC visit through five methods of identification: PAS and/or DAS analysis, special education complaints, special education due process hearing results, or cyclical. The DEC review focuses on requirements for compliance with state and federal statutes for:

- BE/ESL
- CATE
- dyslexia
- federal title programs
- G/T education
- OEY
- prekindergarten notification
- special education
- SCE
- textbook availability.

Other areas of review are:

- district planning and decision-making policies and administrative procedures as they impact the performance of students in special programs
- quality of services provided through special programs
- district support for special programs
- significant factors impacting the performance of students in special programs.

Participants

The peer review team for a DEC visit is composed of the following:

- Agency staff members
- TSII members
- special education team members.

Procedures

Procedures in a DEC visit include:

- pre-visit planning
- TSII orientation
- district entry conference
- superintendent's interview
- board of trustees' interviews
- district roundtable discussion
- special program staff interviews
- campus/classroom observations
- campus staff/teacher interviews
- principal's interview
- parent roundtable discussion/input
- special education case studies
- document and special programs reviews, *Reference Guide, Parts I and II*
- special education program debriefing conference
- special programs debriefing conference
- district exit conference
- post-visit activities.

Points of Review

During a DEC visit, the peer review team members focus on the following items:

- special program fact sheets
- district/campus improvement plans
- district planning and decision-making policies and administrative procedures
- district/campus budget summaries
- Agency-generated district Accountability Profile
- prior district and campus reports on file with the Agency
- waivers and exceptions (if applicable)
- reports of complaint investigations (if applicable)
- reports of financial audit
- other pertinent information available.

Product

The district will receive a written report containing findings and recommendations of the on-site peer review team. This report focuses on the effectiveness of district efforts to improve performance of students served in state- and federally funded programs and the compliance status of special programs identified in the district.

Integrated Review for Accreditation, Alternative, District Effectiveness and Compliance, and Fiscal Management

Purpose

An integrated accountability evaluation is conducted only if the status of the district is Academically Unacceptable. The purpose of the integrated review is to:

- determine the progress of student populations targeted due to performance that does not meet state standards
- review factors impacting dropout and/or attendance rate that is below state standard
- review any area of the alternative education campus proposal for which the objectives were not met (if applicable)
- determine the effectiveness of district/campus planning and decision making as it impacts student performance
- determine the district's compliance with state and federal statutes for all students in special programs (BE/ESL, CATE, dyslexia, federal title programs, G/T education, OEY, prekindergarten notification, special education, SCE, and textbook availability)
- determine the effectiveness of the local budgetary system
- determine the effectiveness of corrective actions from the annual financial and/or investigative report(s)
- provide recommendations for district/campus school improvement
- recommend follow-up when special program deficiencies are noted
- recommend to the Commissioner of Education any additional sanctions that may be necessary.

Participants

Members of the peer review team who conduct integrated visits include Agency staff from the Division of Accountability Evaluations and the Division of School Financial Audits, TSII members, and special education team members.

Participants who may fulfill these roles:

- district chairperson
- campus chairperson(s) (for Low-Performing and alternative education campuses)
- special education team leader.

Procedures

An integrated review encompasses all or most of the procedures followed in any type of accountability evaluation visit because it is comprehensive in nature. The review may have three or more teams working simultaneously, depending on the number of Low-Performing and Needs Peer Review campuses. A campus chairperson is assigned for each campus to be visited. The district chairperson assigned the integrated review collaborates with other divisions within the

Agency, special education team members, and TSII members. All communications (before, during, and after the visit) are handled through the district chairperson who is ultimately responsible for report.

The integrated review includes:

- pre-visit planning
- TSII orientation
- district entry conference
- superintendent's interview
- board of trustees' interviews
- district roundtable discussion
- special program staff interviews
- unscreened teacher interviews
- campus entry conference
- principal's interview
- campus roundtable discussion
- campus staff/teacher interviews
- parent roundtable discussion/input
- classroom/campus observations
- document and special programs reviews, the *Reference Guide, Parts I and II*
- special programs debriefing conference
- special education case studies
- campus exit conference
- district exit conference (at least one member of the board of trustees must be present)
- post-visit activities.

Points of Review

- district/campus self-evaluation document(s)
- district/campus improvement plan(s)
- district planning and decision-making policies and procedures
- evaluation of the effectiveness of decision making and planning
- district/campus budget summaries
- Agency-generated district Accountability Profile
- prior accreditation report, alternative education report, DEC report, exceptions/waivers, complaints, financial report, pertinent information from relevant applications (if applicable).

Product

An integrated visit will result in a comprehensive district report that includes information regarding planning and decision making, district/campus initiatives, significant factors impacting student performance, quality of services, compliance with state and federal requirements for special programs, and district financial management. The integrated visit products will include:

- one integrated district report
- campus report (as applicable, for each Low-Performing and/or Needs Peer Review campus).

III. General Guidelines for On-Site Accountability Evaluations

Each year, the Division of Accountability Evaluations schedules several types of district/campus reviews. The procedures for all accountability reviews will follow the general guidelines for on-site evaluations with appropriate, specific modifications pertinent to the focus of the visit (e.g., low performance, Needs Peer Review, and/or monitoring of compliance). The length of an on-site evaluation will vary depending on the size of the district, the number of campuses to be visited, the purpose of the visit, and the size of the peer review team.

The Division of Accountability Evaluations will schedule district and campus on-site accreditation reviews based on performance with respect to the Academic Excellence Indicator System (AEIS) as determined by the state accountability system. The division conducts on-site reviews to all districts receiving an accountability rating of Academically Unacceptable and to each campus receiving an accountability rating of Low Performing due to low TAAS performance and/or high dropout rates.

The Division of Accountability Evaluations will also schedule DEC reviews using: (1) a cyclical selection process, (2) the Program Analysis System/Data Analysis System (PAS/DAS), and (3) the analysis of special education complaints. The purpose of a DEC review is threefold: (1) to monitor compliance with federal and state requirements, (2) to assess the quality and effectiveness of the district planning and decision-making process, and (3) to assess the quality of services provided through state- and federally funded programs. The DEC reviews will include information obtained from a variety of sources to monitor compliance with federal and state requirements and to determine whether policies, procedures, and improvement plans are being implemented effectively for all student populations, including those served in special programs.

Other on-site evaluations will be scheduled to alternative education campuses rated Needs Peer Review. Additionally, the division will schedule cyclical BE/ESL compliance reviews and visits to charter schools.

The Peer Review Team

The peer review team for an on-site evaluation is composed of one or more Agency staff members and one or more TSII members. TSII members are practicing superintendents, principals, district-level staff, counselors, special programs specialists, teachers, and other educators, who have received TSII training as peer review team members. Each team will have an Agency staff member serving as the district chairperson who is responsible for coordinating the entire on-site review. A team may also include a special education team leader, one or more campus chairpersons, special education monitors, and other Agency staff. Some review teams do not include TSII members. These types of visits are shaded gray on the matrix.

For the purpose of conducting the on-site evaluation, all campus-level chairpersons operate under the leadership of the district chairperson. Peer review team members will provide

assistance to the district chairperson in gathering data, analyzing data, compiling the written report, and orally reporting the visit findings during the exit conferences.

Note: The presence of a TSII member is not a requirement for conducting a scheduled visit.

Selection of Sites to be Visited

The selection of districts and/or campuses to be visited will depend upon the annual state accountability performance ratings, PAS/DAS risk elements, cyclical compliance review, special education complaints, and due process hearings. Districts selected for a cyclical monitoring visit are determined by the date of the last compliance visit. The accountability performance ratings are released in August through the office of the Associate Commissioner for Policy Planning and Research.

Pre-Visit Data Collection and Analysis

Prior to an accountability on-site evaluation, the district chairperson will acquire and review both internal Agency data and information from the district and/or campus(es) to be visited. The data will be used to develop the areas of inquiry during the on-site evaluation.

Internal Agency Data

Data collection and an analysis of student performance will be conducted by Agency staff within the Department of Quality, Compliance, and Accountability Reviews. The collection and analysis of data will be coordinated between and among staff members from related Agency divisions. To the extent possible, data will be derived from the state's Public Education Information Management System (PEIMS) and other sources available at the Agency. Data will be analyzed to determine the degree to which high quality, equitable, and efficient educational services are effectively provided for each student population.

An Agency-generated Accountability Profile will be developed and will highlight information from AEIS district and campus reports. The profile will include accountability data tables on TAAS performance for All Students and different population groups (African American, Hispanic, White, and Economically Disadvantaged). Special education representational data relative to ethnicity, socio-economic status, and English proficiency will also be profiled. Other profiles will be included as available for special programs such as federal title programs, BE/ESL, CATE, G/T education, OEY, special education, and SCE. Other profiles will also be included related to TAAS subjects (reading, mathematics, and written expression), grade levels, attendance rates, and dropout rates. Where appropriate, information will include supplemental and benchmark indicator data, such as performance on college admission tests, TAAS science and social studies performance, and information on end-of-course exams. Special programs enrollment data, student populations by eligibility for state- and federally funded programs, dropout demographic information, and historical patterns will also be included. The Accountability Profile will include any non-AEIS data sets available pertaining to alternative education campus performance objectives, as needed. The profiles developed for the 2002-2003

monitoring visits will be data from the 2001-2002 school year. District data reviewed will include numbers and percentages of certified administrators and professional staff, ethnicity of staff, and longevity of service. Other key information reviewed may include district and campus budget profiles; evidence of approved waivers or Ed-Flex status; and any current, outstanding evidence of complaints pertaining to the district and/or selected campus(es).

The Division of Accountability Evaluations will send the district/campus and the appropriate ESC executive director copies of the Agency-generated Accountability Profile approximately one month before the on-site visit.

Local District and Campus Information

Prior to the on-site visit, the district chairperson will contact the district superintendent to confirm the itinerary, discuss final logistics, and answer any questions relative to the visit.

At least six weeks prior to the scheduled visit, the superintendent will receive a letter from the Division of Accountability Evaluations that will assist the district in preparing for the visit. The letter will include the tentative dates and times for district and campus entries, exits, and parent roundtable discussion(s) and sample letters in English and Spanish to invite parents to the parent roundtable discussion(s). In addition, the letter will include a request and due date for specific district and campus documents that will include, but not be limited to, the following:

- district self-evaluation document and campus self-evaluation document(s), as appropriate
- district policies and administrative procedures for district- and campus-level planning and decision making
- district evaluation of effectiveness of the district- and campus-level planning and decision-making policies, administrative procedures, and staff development
- district improvement plan, including board-approved district performance objectives
- campus improvement plan(s), including board-approved campus performance objectives
- district/campus budget summary including appropriations for SCE with total number of supplementary full-time employee equivalents (FTEs)
- current logistical data and staff assignment information, such as facility floor plans, class schedules, and classroom assignments of teachers by name, grade level, and/or subject area
- names and addresses of members of the board of trustees
- map/floor plan of campus and district sites.

In addition to the information that is to be submitted to the chairperson, the district should also have available copies of SAS applications, ESC contracts, and waivers and/or exceptions.

For a DEC review, a two-part Reference Guide that includes state and federal program compliance requirements can be found on-line at the Agency website, http://www.tea.state.tx.us.

The district and campus self-evaluation documents are designed to guide the district and campus(es) in a self-study process. This study provides an opportunity to analyze strengths and needs and facilitates preparation for the accountability visit. Documents are intended to be completed with input from the respective district- and campus-level planning and decision-

making committees. These documents can also be retrieved from the Agency website, http://www.tea.state.tx.us.

The superintendent/principal(s) will be requested to notify parents concerning scheduled opportunities for parent input to the peer review team as per statutory requirement. The type of parental participation for the meeting(s) will be determined by the focus of the visit. Parents invited to attend will be those of students who participate in the special programs being reviewed.

Data Analysis

The district chairperson will receive the Agency-generated Accountability Profile, as well as data requested from the district/campus(es) to be visited. The district chairperson will disseminate copies of this information to team members including TSII participants. When appropriate, applications for waivers and/or federal funds may be included. All team members are expected to familiarize themselves with these materials.

The peer review team will review the self-evaluation document(s), student performance data, district financial information, board policy specific to the type of visit, and district and campus improvement plans. The improvement plans will be reviewed for:

- incorporation of the number of FTEs and funding for SCE by performance objectives supporting students in at-risk situations
- effectiveness of the comprehensive needs assessment in identifying probable causal factors affecting performance levels not meeting state standards or stated objectives, high dropout rates, or special program compliance
- appropriateness of performance objectives based on the comprehensive needs assessment
- thoroughness in addressing the needs of special programs students and/or targeted student groups
- inclusion of initiatives specifically addressing identified needs
- inclusion of implementation information and formative evaluation, including alternative evaluation measures, in determining the impact of strategies on student performance.

Other pertinent data may include information regarding waivers, the use of Ed-Flex options, complaints filed at the Agency, and any other data received from the district. The district chairperson will review all pertinent data and may develop a list of questions that will be asked during roundtable discussions and other on-site activities. Areas of concern may include, but are not limited to, the following:

- inequities in performance among student population groups
- evidence of failure to provide effective special programs or to comply with federal or state requirements
- progress of corrective action implementation
- quality of the planning and decision-making processes

- evidence of high numbers of students in special education and/or alternative education programs
- evidence of sustained and serious complaints.

TSII Orientation and Peer Review Team Meeting

Prior to an accountability visit, the district chairperson will establish temporary headquarters at the hotel/motel accommodating the peer review team during the on-site visit. In most cases, the headquarters will be the location of the TSII orientation meeting, which will occur the evening before or the day of the district entry conference. All peer review team members are expected to attend. The district chairperson will invite ESC staff members to the TSII orientation for a brief introduction and an opportunity to share background information concerning ESC support to the district and campuses in planning, staff development, and other areas of technical assistance. The purpose of the TSII orientation is to acquaint team members with one another, outline visit logistics, review pre-visit data analyses, and assist team members in defining the focus and level of inquiry. During the TSII orientation, the district chairperson may review some or all documents and procedures for on-site activities, depending upon available time. If time is limited, some of these documents and procedures will be discussed during subsequent peer review team meetings throughout the week.

Welcome and Introductions

Members of the team will introduce themselves, tell where they are from, and indicate the position in which they serve. Agency staff will provide members with nametags, sign-in sheets, TSII data sheets, and TSII surveys, and any additional materials including worksheets or district materials.

ESC Staff Presentation

A brief presentation may be made by ESC staff regarding ESC support to the district and campuses.

Focus

Agency staff will provide a brief overview of the purpose and procedures and clearly establish the focus of the on-site evaluation. The visit may focus on:

- factors impacting low performance or high dropout rates for targeted groups and development of recommendations for improvement
- effectiveness and compliance of special programs that are funded through state and federal sources
- special areas of inquiry, such as review of an alternative education campus
- a combined purpose.

Logistics

Logistics that may be discussed include, but are not limited to:

- itineraries
- exchange of room numbers
- meals and lodging arrangements
- travel from hotel to district
- intradistrict travel arrangements.

Specific Duties and Responsibilities of Agency and Peer Review Team Members

An overview of the specific duties and responsibilities of team members will be presented. Topics covered may include, but are not limited to:

- developing questions
- gathering accurate data
- analyzing data
- synthesizing data
- verifying special programs compliance indicators.

The team may also discuss means of communication, including perception checks (judgment, consensus), do's and don'ts (setting the tone, importance of note taking, body language, confidentiality, anonymity of persons interviewed), questioning strategies, note-taking strategies, data verification, and role clarification (team members represent the Agency). Emphasis will be placed on the need for professionalism and courtesy. Open communication during the TSII orientation and throughout the visit will enhance the experience for all participants.

Review and Analysis of Pre-Visit Information

NOTE: When materials have been received before the visit, TSII participants should be prepared to discuss the following areas of accountability review during the TSII orientation. In some cases, these discussions will occur during team meetings throughout the week of the on-site review.

Items for review and analysis may include, but are not limited to:

- Agency-generated Accountability Profile
- district planning and decision-making policies and administrative procedures
- district/campus self-evaluation documents
- district and/or campus improvement plans
- results of the required district biennial evaluation of planning and decision making
- other documents, such as worksheets, cohort analysis, etc.

In addition, the team will identify:

- evidence of mutual support between district and campus plans in addressing the needs of the student population(s) targeted due to low performance and/or addressing the needs of all special programs students
- effectiveness of district and campus plans in correlating campus performance objectives and strategies with identified needs specific to elementary, middle, and high school students
- effectiveness of district and campus plans in incorporating total SCE and federal Title funds by performance objective, indication of total number of FTEs, instruction, supplies, and equipment supported by those funds
- effectiveness of district/campus organization as it impacts student performance
- evidence of innovative and promising programs.

Development of Questions

The peer review team will determine the level and emphasis of inquiry indicated by the pre-visit data analysis. A list of questions relevant to data collection may be reviewed and modified with input from all peer review team members.

Review of Report Shell

The district and/or campus chairperson(s) will review district and campus report shells by explaining each of the sections and components. The chairperson(s) should address TSII assignments and clearly delineate expectations relating to information noted in the shell and completion of assignments.

District Entry Conference

At the district entry conference, the district chairperson will (1) make introductions, (2) meet key district personnel, (3) state the purpose and focus of the visit, (4) establish rapport, and (5) review the week's scheduled events. In addition, the district chairperson will entertain questions and comments the district has concerning the review.

District Roundtable Discussion

A roundtable discussion will be convened and guided by the district chairperson with TSII support. The time for the district roundtable discussion will be determined cooperatively before the visit by the district/campus chairpersons and district personnel.

The superintendent and members of the district planning and decision-making committee, including parent, community, and business representatives, should attend the district roundtable discussion. The superintendent may invite other district personnel, students, representatives from shared services arrangements, and others who contribute to student improvement to the district roundtable discussion. The superintendent may also invite representatives from the regional ESC to attend as observers.

The district chairperson will introduce the members of the peer review team and explain the purpose and procedures for the district review process. The members of the peer review team will then ask questions that will provide clarification or elaboration needed with regard to the information given in the district self-evaluation document, the district improvement plan, and other documents. In the case of an accreditation visit, the peer review team will ask questions regarding low performance on TAAS, high dropout rates, targeted populations, and/or at-risk student populations, including special programs and services, based on the focus of the visit. The inquiries will focus on the aspects of planning, decision making, initiatives, significant factors impacting student performance, the quality of services provided by special programs, and initiatives relevant to the condition of performance.

When a district has multiple alternative education (Needs Peer Review) or Low-Performing campuses that receive on-site accountability reviews, both a district entry and a district exit conference may be included in the itinerary. Inclusion of the district entry conference and exit conference may help to ensure clarity and seamless communication between the multiple campuses, the district office, and the peer review team.

Campus Entry Conference and Campus Roundtable Discussion

Accountability visits for campuses identified as Low Performing or Needs Peer Review will begin with a campus entry conference. The format will closely follow the guidelines for the district entry conference.

Following the campus entry conference, a roundtable discussion will be convened and guided by the campus chairperson. The time for the campus roundtable discussion will be determined cooperatively before the visit by the district/campus chairpersons and district/campus personnel. If the district is a single-campus district, the campus and district roundtable discussions may be combined. If there is more than one Low-Performing campus in the district, separate campus and district roundtable discussions must be held.

The principal and members of the campus planning and decision-making committee, including parent, community, and business representatives, should attend the campus roundtable discussion. The campus chairperson will introduce the members of the peer review team and explain the purpose and procedures for the campus review process. The members of the peer review team will then ask questions that will provide clarification or elaboration needed with regard to the information given in the campus self-evaluation document, the campus improvement plan, and other documents. In the case of an accreditation visit, the peer review team will ask questions regarding low performance on TAAS, high dropout rates, targeted populations, and/or at-risk student populations, including special programs and services, based on the focus of the visit. The inquiries will focus on the aspects of planning, decision making, initiatives, significant factors impacting student performance, and the effectiveness of special programs or initiatives relevant to the condition of performance.

Members of district and campus committees need to be prepared to support or elaborate the information that was included in the campus self-evaluation document and the campus plan for

improvement of student performance. At the invitation of the principal, others present at the campus roundtable discussion may include other district/campus personnel, students, representatives from shared services arrangements, and other representatives contributing to student improvement. The superintendent may invite representatives from the regional ESC to attend as observers.

Interviews, Campus Observations, and Document Reviews

After the district and/or campus roundtable discussion(s), the peer review team members will engage in a private team discussion to reassess areas of inquiry. Assignments will be made for conducting individual interviews, classroom visits, and/or reviews of district- and campus-level documents as needed to address the focus of the visit.

Peer review team members will interview the superintendent and/or other administrators as appropriate. Members of the board of trustees will also be interviewed in relation to the purpose of the on-site review. Although the team may not be able to interview all board members, the district chairperson will ensure that as many trustees as possible are interviewed. Questions will address performance of targeted populations and/or special programs effectiveness and compliance with rules and regulations.

NOTE: If a quorum of board members are in attendance for the interviews at the same time, the district must post an open meetings notice.

During some types of visits, principals will be asked to arrange for teachers to provide independent activities for students in order for teachers to be available for peer reviewer interviews. The number of staff members interviewed will be determined by the focus of the visit.

To assess the quality and effectiveness of the district/campus planning efforts in bringing about improved student achievement for targeted populations or for students served by special programs, questions may focus on, but not be limited to, the following:

- the effectiveness of planning and decision-making efforts
- the level of implementation of the district/campus improvement plan(s)
- the degree of collaboration and ownership in campus planning efforts
- the correlation of identified performance objectives with activities that support those objectives and have reasonable expectation of success
- the degree of commitment, ability, and leadership among all staff members to implement program improvement initiatives
- the level of understanding of individual staff members as to their roles and responsibilities in improving student performance
- the level of district support for campus improvement efforts
- effectiveness and equity of resource allocations pertaining to the implementation efforts (e.g., number of FTEs and funding appropriations for SCE and federal title programs by performance objective)

- health, safety, and discipline issues related to the specific needs of all student populations
- instructional arrangements and their appropriateness to meeting the needs of targeted populations
- effectiveness of special programs and services (e.g., BE/ESL, CATE, dyslexia, G/T education, OEY, prekindergarten, special education, SCE, and federal title programs)
- level of awareness of disaggregated performance levels and levels of expectations for learning for all student populations
- level of parental and community involvement and support for improvement initiatives
- student support initiatives (i.e., guidance and counseling, health, transportation)
- availability of textbooks
- district-level support for school improvement at the campus level
- appropriateness of staff development relative to identified needs
- the district's policies, procedures, and staff development activities related to district- and campus-level planning and decision making.

Many federal and state compliance statutes require the establishment and implementation of district-level policies and procedures. These policies and procedures may address mandated programs (e.g., special education, BE/ESL, migrant education [identification recruitment component], the dissemination of procedural safeguard information to students and parents [e.g., confidentiality rights, maintenance of records], and Child Find initiatives and activities). During an on-site visit, team members will interview district-level administrators knowledgeable about specific programs to assist in the team's determination of the district's fulfillment of its compliance mandates.

In addition to district-level staff interviews, campus-based administrators, teachers, and other appropriate professional staff will be interviewed to assist in the verification of special programs compliance. For example, in the area of special education, federal statutes require the Agency to assess the extent to which students whose admission, review, and dismissal (ARD) committee meeting has qualified them for special education services are receiving the services delineated in their individualized education programs (IEPs). Principals, teachers, and related service providers will be interviewed to gather information regarding the IEP document and the extent to which its implementation complies with applicable requirements.

Campus Observations and Teacher Interviews

Many federal and state compliance requirements address student-specific instruction. During an on-site peer review, team members will conduct campus observations that may include classroom visits to assist in assessing the extent to which instructional activities and resources reflect program quality and compliance requirements, including the implementation of IEPs.

Teachers will be given the opportunity to provide information to the peer review team. This procedure is in keeping with the requirements in TEC, Chapter 39. The district chairperson will ask the superintendent to notify all staff members of the allotted time for private interviews with members of the peer review team.

Review of Documents for Compliance

The focus of a compliance evaluation (e.g., a DEC or Corrective Action Review) is to determine the extent to which the district is in compliance with federal and state statutes and regulations related to special programs and to determine the quality of services provided. Peer review team members will gather information from a variety of sources. These sources include interviews with district-level and campus-based staff, classroom visits, reviews of district-level and student folder documents, and evaluations of facilities with respect to student accessibility to programs and services.

When the purpose of a visit is to verify compliance with federal and state regulations, members of the peer review team will review specific district-level documents required by federal and state law. These documents include established program-specific policies and procedures addressing the district's system for implementing statutory and regulatory mandates. A complete list of compliance indicators can be found in the *DEC Reference Guide, Parts I and II* on the Agency website, http://www.tea.state.tx.us. The peer review team may also review meeting agendas, minutes, correspondence, and/or district-level administrative procedures for compliance with administrative-level requirements.

Several special programs require districts to maintain documentation of their provisions for student-specific programs and services. During an on-site compliance review, sample documents will be reviewed to determine the district's compliance with these requirements (e.g., notices of assessments and meetings, determinations of program eligibility, appropriate educational plans, personnel folders, and exceptions and/or waivers that have been approved). Peer review team members examining student folder data will work closely with district personnel to ensure that an adequate sample of district-maintained data is analyzed to enable the team to determine a district's compliance status.

Parent Roundtable Discussion

In accordance with TEC §39.074(c), peer review team members must obtain information from administrators, teachers, and parents of students. A "parent" may include a guardian, an appointed student advocate, surrogate parent, or student parent. An accreditation, DEC, or alternative education campus visit is not complete unless information is obtained from parents. **It should be noted that this meeting is not public.** Attendance is by invitation, and the purpose of the meeting is data gathering only. To ensure confidentiality, attendance by anyone other than persons who fulfill the role of parent or guardian of a student(s) in the district and/or campus being reviewed is not recommended.

Parent roundtable discussions are designed for the peer review team to hear input directly from parents, as required in statute. During the roundtable discussions, parents provide their perceptions of the effectiveness of local educational programs and suggestions for improving services to children. Participating parents represent the student population(s) serving as the focus of the on-site review. Information obtained will be reflected in the district and/or campus report(s), as appropriate. Parent roundtable discussions are scheduled at a time when parents can attend.

The superintendent is expected to provide an interpreter for parents with auditory impairments and for those who are limited English proficient. The district will provide the location and ensure that the roundtable discussion is scheduled in a building that is physically accessible.

Notice for Parent Roundtable Discussions

The superintendent/principal(s) will be requested to notify parents concerning scheduled opportunities for parent input with the peer review team as per statutory requirement. The type of parental participation for the meeting(s) will be determined by the focus of the visit. Procedures for inviting parents will vary depending on the type and focus of the review. These procedures are included in the district notification letter. The superintendent/principal(s) may request assistance from parent representatives of the district-/campus-level committees to encourage parents to attend the parent roundtable discussion(s).

Parent Roundtable Discussions in Accreditation Reviews

Although all parents who wish to provide input are welcome, the district is requested to keep the focus of the on-site evaluation in mind and to ensure that a representative group of parents is available to provide input to the peer review team. The campus chairperson will ensure that the discussion during the parent roundtable meeting remains focused on the purpose of the visit. If the focus of the on-site evaluation is to provide evaluative feedback pertaining to low performance or high dropout rates for a specific student group, it is requested that the campus principal(s) invite parents of students whose performance is below state standards or who are at risk of dropping out or have already dropped out of school. A random sample of parents of students representing the target group will be invited by the campus principal. The district will determine the most effective and positive approach to invite parents to attend the parent roundtable discussions.

Parent Roundtable Discussions in District Effectiveness and Compliance Reviews

The parent roundtable discussions conducted during the DEC visits may include broad-based input from parents of students in BE/ESL, CATE, G/T education, federal title programs, dyslexia, and SCE programs. Parents invited to participate will be those of students whose programs are being reviewed. Parents representing all student populations may be invited to the parent roundtable discussion(s). However, the superintendent/principal(s) must ensure that parents of the targeted population(s) are invited to participate and to offer their perceptions of the district/campus programs and services. If an insufficient number of parents attend, the peer review team may contact additional parents by telephone for input. During a visit focused on DEC, the superintendent/campus principals will be requested to invite parents of students served within special programs. These programs include BE/ESL, CATE, G/T education, federal title programs, dyslexia, prekindergarten notification, and SCE.

Parent Roundtable Discussions in Alternative Education Campus Reviews

When the focus of the on-site evaluation is to provide feedback to the staff of an alternative education campus, it is requested that the campus principal invite parents of students enrolled at that campus. When parents of students served are not available, the principal will invite guardians, student advocates, and/or appropriate county, regional, and/or community members concerned with the effectiveness of the alternative education program. Students from the alternative education campus who are at least 17 years of age may be included at the discretion of the campus principal. Parents must be provided the opportunity to meet with the chair of the team or his/her designee in a private conference to ensure confidentiality. An exception is the attendance by a student on an alternative education Needs Peer Review visit who is over the age of 17 and has no parent, legal guardian, or other individual, such as a parole officer, who has a "parental" relationship with that student. The campus chairperson and the campus principal will collaboratively determine the appropriate location and time for the parent roundtable discussion.

Development of Written Report

The purpose of a written report is to provide the district, its campus(es), and special programs personnel with documented feedback of findings and recommendations made by the peer review team during an on-site visit. These reports are intended to promote the improvement of student achievement outcomes through efficient analysis of findings and recommendations by peer review team members.

Analysis of Data and Development of Team Consensus

After the roundtable discussions and the conclusions of other on-site data-gathering activities, the peer review team will convene for the purposes of:

- sharing observations and developing team consensus regarding verifiable observations reported to the district chairperson
- developing consensus-based recommendations that may be considered by district and campus staff for guiding improvement efforts.

Each accreditation, DEC, and alternative education peer review team will focus analyses on student performance information, dropout prevention information, and observations that provide evidence of the quality of planning, decision making, and implementation of restructuring initiatives directed toward improvement of student outcomes. In addition, depending upon a visit's focus, the team may consider information related to student health, safety, civil rights, governance support (if applicable), and the equitable and effective allocation of resources that may impact student performance. If other significant factors are identified that may contribute to performance for any student population, the team will identify such factors.

If the on-site peer review focuses on a district's compliance with federal and state requirements specific to a special program, analyses of systematic patterns of noncompliance with federal and state requirements will be conducted.

The district/campus chairperson is responsible for helping the peer review team reach consensus and developing its findings and recommendations. The peer review team members may be asked to provide written drafts for sections of the report but will not be responsible for the final document. The on-site draft of the written report will be orally delivered during exit conference. The final draft of the report will be completed by the district/campus chairperson after the visit.

The following are general guidelines that all team members should follow in writing reports:

- Reports must be written to clearly communicate the findings of the peer review team.
- Findings must be fully elaborated and defined.
- The process of report development is a team effort and requires team meetings to ensure that each member has an opportunity to provide input into the content of the written report.
- The report should include significant aspects of the data related to the student performance for the populations targeted during the on-site visit. All findings should be based on complete and accurate performance data, documents, and other observable data.
- A campus report will evaluate the existing condition of the school's programs and planning efforts as they pertain to the specific focus of inquiry for the visit (e.g., for the targeted population with low performance or high dropout rates or for the special programs populations).
- Suggestions should be offered in a nonprescriptive manner. Recommendations should be as specific as possible and focus on the improvement of student performance for the designated area of inquiry for the on-site visit. Where possible, recommendations should be supported with current research.
- Substantive recommendations must be logically linked to specific findings and must go beyond maintaining current conditions.
- In a campus report, the campus chairperson should discuss questions related to the findings with the district chairperson before the peer review team members form a final decision.
- All reports should avoid reference to school matters governed by local policy, unless those matters have direct and immediate effect on student achievement. Examples of recommendations that should be avoided include hiring additional staff, adding facilities, or buying specific programs.
- Reports must avoid reference to specific individuals and direct quotes. This system evaluation is not a personnel evaluation.
- Confidentiality of staff, trustees, parents, and students must be protected.
- The final product is the responsibility of the designated chairperson.

Report Format

The end product of an on-site visit is a written report that states findings of the peer review team during the on-site visit. In addition, the peer review team makes recommendations intended to support the campuses and district in accomplishing stated goals.

Each report will follow the format of the report shell for the type of visit being made. The team will ensure that all observations and findings are objective, verifiable, valid, and based on

multiple sources to avoid personal identification of individual sources. The tone of the oral and written reports will maintain a focus on the welfare of students and will provide support to district and staff efforts to meet the educational needs of all students. Recommendations will be structured to provide options or suggestions for improvement. The special programs section of the report includes sections on the quality of services provided and compliance notations.

Special Program Debriefing Conference

Compliance-based visits may include a debriefing conference with special programs representatives. The purpose of the special programs debriefing conference is to provide the peer review team an opportunity to share findings on compliance-related issues with special programs directors/representatives/superintendent. The peer review team discusses the findings related to compliance indicators and possible corrective actions. The team may discuss recommendations for improvement regarding compliance and the effectiveness of planning and special program implementation.

NOTE: This activity may not be necessary if all programs are in compliance or if findings have been shared with program personnel or the superintendent at a different time.

Campus and District Exit Conferences

Principal's Exit Conference (Accreditation/Alternative Education Campus)

During the principal's exit conference, the peer review team reads a draft of the preliminary campus report and reviews campus-related findings and recommendations with the principal. The campus principal is afforded an opportunity to clarify and correct information as needed. Participants in the principal's exit conference include the peer review team members, the principal, representatives from the local Education Service Center (ESC), and any others considered appropriate through agreement between the visit chairperson and the principal. The principal should be informed that the report being shared in the exit conference is an internal preliminary work paper that may not be released prior to the opportunity for review under TEC §39.076. The principal should further be advised to consider carefully the preliminary status of the report and exercise discretion in deciding who should be invited to the exit conference.

NOTE: When only one campus is reviewed, this meeting may be combined with the superintendent's exit conference at the discretion of the superintendent.

Superintendent's Exit Conference (DEC/Accreditation/Alternative Education Campus)

During the superintendent's exit conference, the peer review team reads a draft of the district preliminary report and shares district-/campus-related findings and recommendations. Two-way communication is encouraged as the team and the superintendent clarify and correct information as needed. Participants in the superintendent's exit conference include the peer review team members, the superintendent, representatives from the local ESC, and any others considered appropriate at the discretion of the superintendent. The superintendent should be informed that

the report being shared in the exit conference is an internal preliminary work paper that may not be released prior to the opportunity for review under TEC §39.076. The superintendent should further be advised to consider carefully the preliminary status of the report and exercise discretion in deciding who should be invited to the exit conference.

The purpose of the superintendent's exit conference is to provide immediate oral and written feedback regarding the findings of the on-site team members. According to TEC §39.074(f), representatives of the board of trustees must be present at the superintendent's exit conference for Academically Unacceptable districts and Low-Performing campuses. Representation from the board of trustees is encouraged but not required in statute for DEC exit conferences. Board members should be reminded of the requirements of the Texas Open Meetings Act. The presence of a quorum of board members will require the exit conference to be a public meeting and will make it unlikely that the preliminary report can be kept confidential during the informal review period under TEC §39.076.

NOTE: For a single Low-Performing or Needs Peer Review alternative education campus, the campus and district exit conferences may be combined at the discretion of the superintendent.

Guidelines for Conducting an Exit Conference

- **Include the superintendent, principal, and at least one board member in a superintendent's/principal's combined exit conference for a Low-Performing campus.**
- Explain the purpose and scope of the report (e.g., district or campus), noting that it is designed to address a specific area of focus (e.g., TAAS performance or dropout rates for targeted populations or review of special program effectiveness and compliance). Explain the sections of the report at this time, clarifying the purpose and layout of each section.
- Try to keep the conference informal and conversational in tone. Talk slowly enough to allow people to take notes and reflect on what is said.
- Read the entire report to ensure accurate and complete delivery. Avoid paraphrasing and/or embellishing the report with personal comments.
- Note that recommendations for improvement are suggestions offered by the peer review team members. Stress that any noncompliance items require corrective actions that will be reviewed by Agency staff.
- State that our goal is to mail written copies of the district and campus reports to the superintendent within 45 working days following completion of the visit.

If questions or comments are offered from district staff during the exit conference, the Agency district chairperson may respond by noting the comments for submission to the Agency. The district chairperson should thank the superintendent and the district and campus staff for their cooperation during the on-site review and acknowledge the voluntary contributions of peer review team members.

NOTE: Times for exit conferences should be adhered to closely and changed only in the event of an emergency. An on-site change to the exit schedule must be formally requested by the superintendent and cleared through the Senior Director of Accountability Evaluations.

IV. Roles and Responsibilities of Agency and Peer Review Team Members

The roles and responsibilities of on-site evaluation team members are numerous, varied, and dependent on the type of visit and the segment of the review process (e.g., pre-visit, on-site visit, or post-visit activities). The key roles are those of Agency district chairperson, Agency campus chairperson (if applicable), Agency team member, special education team leader, special education team member, and peer review team member. An Agency staff member from the Division of Accountability Evaluations will be assigned to serve as the district chairperson for an on-site peer review visit. The Agency district chairperson will coordinate all procedures for the visit. The responsibilities of each role for Agency staff and peer review team members may be understood within the context of the major sequential events that comprise the preparation, implementation, and follow-up activities of an on-site peer review visit.

Pre-visit procedures primarily deal with developing the logistics of the on-site visit, reviewing the criteria for evaluation based on the focus of the visit, conducting pre-visit data analysis, and disseminating the preliminary data to team members. On-site visit procedures include conducting the TSII orientation to begin the data analysis, organizing and implementing the data collection procedures, coordinating the on-site analysis of all evaluative information, facilitating consensus-based judgments supported by the information gathered, developing preliminary oral and written findings and recommendations, and delivering oral feedback at exit conferences. Post-visit procedures entail finalizing the written report, providing recommendations (as needed for additional sanctions), and reviewing corrective actions.

Pre-Visit Procedures

Roles and Responsibilities of Agency Administrative Staff in Pre-Visit Procedures

Scheduling

Each spring, the Agency coordinator for the Division of Accountability Evaluations establishes a timeline for conducting DEC visits. Districts are placed on a tentative visit schedule based on considerations such as the availability of team members, location of the district, size of the district, and district school calendar.

Once a tentative schedule is developed for DEC visits, it is disseminated to the regional ESCs for distribution to the districts on the schedule; the schedule is also placed on the Agency website. A follow-up letter is prepared by the administrative unit, signed by the coordinator, and mailed to the districts on the tentative DEC monitoring schedule. Districts may submit any requests for date changes to the division coordinator. Requests are reviewed, and a letter of response is mailed. The schedule is adjusted as required, finalized, and distributed to Agency and ESC staff members.

Based on the tentative schedule of DEC visits and information regarding Low-Performing campuses, Needs Peer Review campuses, and Academically Unacceptable districts, a master schedule of district and campus on-site evaluation visits is developed. The DEC schedule is developed in the spring; other visit schedules are developed in the fall. Coordination takes place

to allow Agency directors and staff members to establish a common date for multiple visits to the same district, so that Agency evaluation teams will be together in a district. Once the master schedule is completed, it is disseminated to Agency and ESC staff members. Letters specifying the dates of the visits are mailed to superintendents, and copies are mailed to the ESC executive directors.

Selecting Chairpersons

The designated staff members in the Division of Accountability Evaluations, in collaboration with the Senior Director of Accountability Evaluations and other designated staff members, will assign chairperson responsibilities for each site to be visited and ensure that assignments are fair and equitable.

Creating Teams

Based on the results of the data analysis, the district's previous accreditation/special program review history, and the size of the district, the designated staff members the Division of Accountability Evaluations will project the team composition needs, including the number of team members for the visit and the number of TSII participants. These projections will be used by the TSII Director to notify TSII participants of projected schedules.

Team Member Conflicts of Interest

If an Agency staff member is selected to visit a district in which he/she was formerly employed or has other situations that may create a conflict of interest, he/she must advise his/her immediate supervisor and the person in charge of scheduling on-site visits. He/she will be removed from that visit and rescheduled for a visit to another district during the same time period. If a TSII member is selected to visit a district in which he/she was formerly employed, he/she must advise the TSII Director so that he/she may be rescheduled for a visit to another district.

Roles and Responsibilities of Agency District Chairperson in Pre-Visit Procedures

The role of the Agency's district chairperson before the visit is to coordinate and plan all activities, including making logistical arrangements, developing the itinerary, preparing all pre-visit materials, analyzing data, and communicating with team members.

General Responsibilities

The chairperson will develop the visit itinerary and coordinate with the superintendent regarding dates and times for entries, roundtable discussions, program and document reviews, parent roundtable discussions, special programs debriefing conferences, and the superintendent's district exit conference. Once the itinerary is developed, it is submitted to the designated staff member in the administrative unit of the Division of Accountability Evaluations for review and approval.

The district chairperson contacts the superintendent, completes the required information for the six-week letter, schedules team meetings, and calls TSIIs for confirmation. The special

education team leader contacts the district's special education director and the TSIIs assigned to assist with the review of the special education indicators.

The district chairperson also:

- contacts the appropriate ESC representative to inform him/her of the visit and discuss any logistical problems
- mails or faxes a copy of the itinerary to the appropriate ESC representative
- coordinates travel and hotel arrangements for Agency staff members, special education team members, and all TSII participants
- plans and schedules an orientation meeting and other team meetings as outlined in the visit itinerary
- prepares information packets and ensures that they are disseminated to all team members for review, including all TSII participants.

Assignments for Team Members

Prior to an on-site peer review visit, the district chairperson will assign specific responsibilities to campus chairpersons (if applicable), Agency staff, and the peer review team members. The special education team leader will assign specific responsibilities to the special education team members. Assignments given to TSII participants will be made with consideration of their backgrounds and areas of expertise. In final planning for the on-site visit, the district chairperson may make adjustments to the team composition and assignments as needed. The district chairperson will inform the TSII Scheduler about the final dates and itinerary of the visit.

Coordination With Local School District(s)

The district chairperson will communicate with the superintendent of the school district at least eight weeks before the visit is scheduled. The purpose of the initial call is to begin coordination of the logistics of the visit and to establish a working relationship. The following information should be discussed and confirmed with the superintendent or his/her designee:

- dates, times, and locations for the district entry conference and recommendations regarding participants
- date and time for the campus roundtable discussion (if applicable)
- dates, times, locations, and other details relative to each parent roundtable discussion
- tentative dates, times, and locations for the district roundtable discussion and district exit conference (for which the superintendent should be reminded that attendance by a representative of the board of trustees is required for accreditation visits and encouraged for DEC visits)
- meeting rooms for team members at the district level and on campuses (as applicable)
- arrangements for in-district transportation (if applicable)
- specific directions to the location of the district roundtable discussion and/or other events
- suggestions for hotel accommodations in the area, if necessary
- a reminder to the superintendent that team members may interrupt classroom teaching to conduct interviews

- a request that principals instruct teachers to have independent activities for students to work on while team members are in their classrooms.

The district chairperson should tell the superintendent that he/she will be receiving a notification letter that will request that the following information be mailed to the district chairperson before the visit: copies of district/campus improvement plans, teachers' schedules, building maps, names and addresses of the current president and members of the board of trustees, copies of the district planning and decision-making policies and administrative procedures, results of the biennial evaluation survey of planning and decision making, statement of assurance (if applicable), budget summaries, and copies of the district/campus self-evaluation documents. The letter also establishes a timeline for receipt of the information from the district.

Itinerary

The district chairperson will collaboratively develop an itinerary that includes the following:

- district's name, superintendent's name, telephone, and fax numbers
- designated district/campus chairperson(s)
- campus names, telephone and fax numbers, principal's name (if campuses are the focus of a visit, such as Low Performing or Needs Peer Review)
- date and time of district/campus roundtable discussions (if applicable)
- date, time for the district entry conference and district exit conference
- date, time for the parent roundtable discussion
- date, time for all visit events.

At least one week prior to the visit, the district chairperson should contact the district superintendent to confirm the itinerary.

Coordination with ESCs

In coordinating an on-site peer review visit, the district chairperson will communicate with the appropriate regional ESC representative(s). A copy of the six-week notification letter and the visit itinerary is sent to the ESC executive director. In addition, an Agency-generated Accountability Profile will be sent to the district superintendent and the ESC executive director approximately six weeks prior to the on-site visit.

Travel Arrangements/Cost Projection Worksheet

The district chairperson will coordinate travel and hotel arrangements for Agency staff members and TSII participants. Efficient use of time and money will be considered in determining travel arrangements. Directives in the Travel Savings Plan should be followed. A cost projection worksheet is prepared detailing travel and costs for the visit.

Information Packets/Accountability Profile

The district chairperson prepares information packets and ensures that they are disseminated to all team members to review. Packets include the Agency-generated Accountability Profile,

completed self-evaluation documents from districts/campuses, planning and decision-making policies and administrative procedures, district and campus improvement plans, budget summaries, itineraries, and any other data deemed necessary.

Agency Team Planning Meeting

The district chairperson should conduct a planning meeting for Agency team members to discuss the itinerary, travel arrangements, and procedures to be followed during the visit and to explain the content of team members' packets. Special education team members should be included, as appropriate, in planning activities and meetings.

Reassigning Staff or Rescheduling or Canceling Visits

Circumstances might warrant reassigning staff or rescheduling or canceling an on-site peer review visit to a school district during the school year. Such circumstances might include inclement weather, natural disasters, or illness. If any such situations occur, the district chairperson should contact the Coordinator of Accountability Evaluations to determine whether staff should be reassigned or whether the visit should be rescheduled or canceled.

On-Site Visit Procedures

Roles and Responsibilities of District Chairperson On-Site

The district chairperson has many roles during the on-site visit to a school district. These roles are the same regardless of the size of the district that is being visited. The district chairperson facilitates the district entry conference, facilitates the district roundtable discussion, schedules administrative and board of trustees interviews, and facilitates the district exit conference. If the media are involved, the district chairperson is responsible for responding appropriately and professionally according to Agency procedures. If applicable and necessary, the district chairperson also visits campuses to answer questions by campus chairpersons and/or TSII peer review team members. Additional responsibilities include facilitating the compliance data and document review for DEC visits and completing a written district report for all district-level visits. For a district receiving an accreditation visit to only one campus, the district chairperson is also the campus chairperson and is responsible for writing the campus report.

While none of the activities that take place during an on-site visit are intended to be public events, district staff members and on-site visit team members may receive requests from the media to observe and/or take part in events. The district chairperson is given the responsibility for communicating with the superintendent regarding the media. The chairperson should relate to the superintendent the potentially sensitive nature of the topics being discussed, particularly in the context of the parent roundtables. The presence of the media during any event related to an on-site visit is solely up to the discretion of the superintendent. If the media are present at any event, particularly the parent roundtable, the superintendent and/or the chairperson of the event should inform the participants. Questions about the visit from the media should be directed to the superintendent or his/her designee; however, the chairperson may answer questions about the visit process. The written report becomes public record when the Agency mails it to the school district 40-45 days after the conclusion of the visit.

NOTE: No major itinerary changes are to be made on site without approval of the Senior Director of Accountability Evaluations. Agency staff members are not authorized to change scheduled exit conferences during the on-site peer review visit.

TSII Orientation

The TSII orientation is an additional responsibility for both the Agency's district chairperson and the campus chairperson. The orientation is conducted for the entire peer review team, including Agency staff members, special education team members, and TSII members. It is essential to a successful district/campus visit. The TSII orientation consists of numerous activities that remain consistent with the various types of visits.

For the orientation, the chairperson should prepare a written agenda for each team member. Items on the agenda should include the following: a welcome and introduction of all team members; purpose of the visit; brief presentation by ESC staff of ESC support to district and campuses; logistics (such as nametags, TSII update information, TSII surveys, sign-in sheet, an exchange of hotel room numbers); a review of the itinerary and procedures for the visit; review of district/campus data/documents; individual/group assignments; and a review of the report shell. Other items include discussions of how to conduct/handle the different roundtable discussions, staff interviews, media requests, debriefings, and transportation. A major focus of the TSII orientation is a discussion of how and when the written report will be developed, including individual/group assignments for the different sections.

It is of utmost importance that the chairperson be prepared to discuss all data and documents, including being familiar with all of the contents and being able to clearly communicate all information and responsibilities/assignments/expectations to the team members. The TSII orientation should be thorough and well-planned. Team members should know their roles and responsibilities and be familiar with all information provided. Being prepared and having open communication and debriefings during the visit will enhance the working relationship of the peer review team.

Roles and Responsibilities of the Peer Review Team On-Site

Roles and responsibilities of the peer review team members on site are most critical. The roles and responsibilities are diverse and numerous. The peer review team member should arrive on site in a timely manner, be prepared to stay the entire visit, and actively participate throughout the on-site visit. The peer review team member should consistently follow the guidance and leadership of the district chairperson and campus chairperson (when applicable). He/she should maintain confidentiality and respect for district staff, parents, and students at all times and adhere to the district/campus assignments.

Peer review team members are responsible for participating in the following: roundtable discussions as directed by the district chairperson, analysis of on-site observations, exit conferences, and all other activities as designated by Agency staff. Peer review team members are responsible for documenting all observations, document reviews, and interviews accurately and completely by using professional discretion. If a peer review team member has any doubt about his/her assignment or what to do in a specific situation, he/she should always check with the chairperson. Peer review team members should actively share and report data collected,

contribute to the preliminary oral report, contribute to the final written campus/district report, and reach consensus in identifying strengths and/or needs.

Roles and Responsibilities of Campus Chairperson On-Site

The campus chairperson has many roles during an on-site visit to a school. These roles are the same regardless of the size of the campus that is being visited. The campus chairperson should set a professional and supportive tone for the visit and establish the focus of the visit with the peer review team and the campus. At the campus entry conference, the campus chairperson introduces the peer review team and reviews the itinerary and the purpose of the visit. At the campus roundtable discussion, the campus chairperson facilitates and provides leadership to the discussion. The campus chairperson assists the peer review team in developing questions for campus staff interviews and makes assignments for classroom interviews. He/she also assists the team in report writing and performing other duties, as needed. The campus chairperson provides leadership in conducting parent roundtable discussions, the campus exit conference, and other campus activities. He/she facilitates debriefing sessions with the peer review team to help the team reach consensus and ensures the timely completion of the written campus report. The campus chairperson is responsible for providing team members with any necessary written document, including a sample report shell, and samples of written reports, and any other needed information.

Roles and Responsibilities of the Special Education Team Leader

The special education team leader is responsible for:

- developing the itinerary in coordination with the district chairperson
- serving as principal special education contact/spokesperson with the district chairperson and the district's special education director
- coordinating assignments for the visit(s) with the district chairperson
- conducting frequent and ongoing communication with the district chairperson and the special education team members
- organizing and conducting document reviews
- facilitating special education parent roundtable discussions and campus visits/case studies
- overseeing the overall management of all special education activities involved in the on-site evaluation review.

Post-Visit Procedures

Post-visit procedures include formatting, editing, and reviewing the written district and campus reports prior to their submission to the Central Processing Unit, and reviewing corrective actions that may be indicated by the on-site review.

Completion of Written Reports

The chairperson of the on-site evaluation review is responsible for developing the final report. The report will consist of a cover letter; a table of contents; and sections displaying the findings,

recommendations, and/or corrective actions of each respective review team. The visit chairperson should complete the report submission checklist, ensure that the spelling and report format are correct; complete any needed editing; and review the written report for accuracy, professionalism, completeness, and readability. The content of the report should maintain maximum congruence with the actual findings and recommendations of peer review team members who participated in the on-site review. The report should be submitted to the Central Processing Unit for final review and editing. The Central Processing Unit will insert the special education section of the report when it has been finalized. If substantive changes are made, the district chairperson will also review the final report. All reports are to be finalized and mailed within 45 working days of the visit.

Corrective Actions

In instances where a determination of noncompliance is made, the district, following receipt of its final report, will be required to submit proposed corrective actions to the Agency identifying activities, resources, and implementation schedules that address the compliance area(s) in question. Corrective actions must be submitted to the Agency within 45 days of the date of the report. A program specialist reviews the corrective actions and determines if they are acceptable. If the corrective actions are unacceptable, the district is contacted to request that the appropriate personnel resubmit new information to address the discrepancy. Corrective actions are not required for any recommendation included in a report.

Recommendations for Sanctions

The findings and recommendations of the on-site peer review team may be considered when determining the need for additional state sanctions and/or corrective actions. If applicable, recommendations will be taken to the appropriate Agency authority for approval, and notification will be included in the report cover letter.

Appeal Procedures

The written reports are subject to the provisions of the Texas Open Records Act. Within 15 working days from the date of receipt of the district and campus reports, the school district may submit a written response containing objections to the report or citations. Any objections not contained in the response are waived. Agency staff must respond within 15 working days after receiving the district's request for reconsideration response.

Evaluation of the Accountability Review Process

The divisions within the Department of Quality, Compliance, and Accountability Reviews will maintain an informal, cross-divisional system of communication for evaluating the accountability on-site review process. Agency staff members, TSII participants, school districts, and ESC representatives will evaluate the efficiency and effectiveness of the on-site evaluation process. Adjustments will be made based on evaluative feedback.

V. Roles and Responsibilities of Education Service Center Staff

Before and After the On-Site Visit

The role of ESC staff is to provide technical assistance to district and campus staff. Prior to an on-site peer review visit, ESC staff may be involved in assisting district and campus staff members in preparing for the visit. Following an on-site peer review visit, the role of ESC staff is to provide technical assistance to the district and/or campus(es) in addressing the recommendations of the peer review team and/or addressing corrective actions cited with respect to compliance.

Copies of district and campus written reports are mailed to the ESC executive director at the same time they are mailed to the district. The information in the reports may be used to guide technical assistance efforts and to facilitate assistance and support to the district.

During the On-Site Visit

The district chairperson will invite the ESC staff to the TSII orientation for a brief introduction and an opportunity to share background information concerning ESC support to the district and campuses in planning, staff development, and other areas of technical assistance. At the request of the district superintendent, ESC staff may also be present at the district entry conference, district and campus roundtable discussions, and exit conferences. The purpose of the on-site review is to evaluate the efforts and actions of the district in planning and implementing programs to meet the needs of all students. The purpose is not to evaluate services of the ESC.

Because the ESC staff member neither evaluates nor is evaluated, it is incumbent that the ESC observer maintain a neutral stance throughout the on-site evaluation process. Should a peer review team member direct inquiries to an ESC staff member, it would be appropriate for the ESC staff member to redirect the inquiry to a district or campus staff member who would be responsible for the area of inquiry.

ESC staff members do not attend the exit conference unless the superintendent and/or principal asks them to attend. The exit conferences are intended to provide a private opportunity for the peer review team to deliver preliminary findings and receive clarification or corrected information from the district and campus leaders in a private setting. It is the school leader's opportunity to provide clarification or additional information to the peer review team prior to finalization of the oral exit report. If ESC staff members attend the exit conference, it is critical that they maintain a neutral observation role.

VI. ATTACHMENT

Acronyms

Acronyms or abbreviations should be spelled out on first reference and should be immediately followed by their respective acronyms or abbreviations. Here are some examples:

AAR	Academic Achievement Record
AAS	Advanced Academic Services
ABLE	Adaptive Behavioral Learning Environment
ABPS	Assessment of Basic Phonetic Skills
ACCESS	Anderson Cherokee Community Enrichment Services
ACET	Association for Compensatory Educators of Texas
ACT	American College Test
ADA	Americans with Disabilities Act
ADA	average daily attendance
ADD	Arithmetic Developed Daily
ADD	attention deficit disorder
ADHD	attention deficit hyperactivity disorder
ADM	ASE Data Management
AEIS	Academic Excellence Indicator System
AEIS IT	Academic Excellence Indicator System Improving TAAS
AEIS-IT	(not an acronym)
AEP	alternative education program
AIDS	acquired immune deficiency syndrome
AIMS	Activities Integrated for Math and Science
AIT	Agency for Industrial Technology
ALP	Accelerated Learning Program
AP	Advanced Placement (courses)
APE	adaptive physical education
API	American Preparatory Institute
APR	Annual Performance Report
AR	Accelerated Reader
ARD	admission, review, and dismissal
ASCD	Association for Supervision and Curriculum Development
ASE	Academic Success through Evaluation
ASLHA	American Speech, Language, and Hearing Association
ASSET	Assessment of Skills for Successful Entry and Transfer
ASVAB	Armed Services Vocational Aptitude Battery
AT	Assistive Technology
ATI	Analyzed Test Items
BCA	basic computer application
BE	bilingual education
BEST	Behavior Education Skills Training
BIP	behavior intervention plan
BMP	behavior management plan

BRAVO	Building Readers Auditorially, Visually, and Orally
CAC	Continuing Advisory Committee (for Special Education)
CAD	computer-aided design; computer-aided drafting
CAI	computer-assisted instruction
CALS	Checklist of Adaptive Living Skills
CAMT	Conference for the Advancement of Mathematics Teaching
CAP	comprehensive analysis process
CAP	corrective action plan
CAPS	Career Abilities Profile System
CAPS	Career Ability Placement Survey
CASA	Court Appointed Special Advocates
CAST	Conference for the Advancement for Science and Teaching
CAT	California Achievement Tests
CAT	campus advisory team
CAT	Comprehensive Achievement Test
CATE	career and technology education
CBE	credit by examination
CBI	community-based instruction
CCC	Computer Curriculum Corporation
CD	compact disk
CDR	Career Development Resources (formerly SOICC)
CD-ROM	compact disk--read-only memory
CED	Center for Educator Development
CEI	Cost of Education Index
CEI	Creative Education Institute
CEIC	campus education improvement council
CFR	Code of Federal Regulations
CIA	comprehensive individual assessment
CIP	campus improvement plan
CIS	Communities in Schools
CIT	campus improvement team
CLA	correlated language arts
CLASS	Comprehensive Learner Adapted Scope and Sequence (test)
CLEAR	Clarifying Learning to Enhance Achievement Results
CMCD	Consistency Management Cooperative Discipline
CMP	content mastery program
COE	certificate of eligibility
CogAT	Cognitive Abilities Test
COLT	Children of Limitless Talents
CoMeT	Collaborating, Mentoring, and Technology
COPES	Career Orientation Placement Education Survey
COPS	Career Occupational Preference System (test)
CORD	Center for Occupational Research and Development
CPI	Crisis Prevention Intervention
CPR	cardiopulmonary resuscitation
CRS	Common Referral System
CSD	common school district

CTBS	Comprehensive Tests of Basic Skills
CVAE	coordinated vocational-academic education
DAC	district advisory committee
DAEP	Disciplinary Alternative Education Program
DARE	Drug Abuse Resistance Education
DAT	Data Achievement Test (writing) and DAT-2
DAT	differential aptitude test
DAVE	Drug and Violence Education
DEAR	Drop Everything and Read
DEC	District Effectiveness and Compliance
DEIC	districtwide (or district) education(al) improvement council
DELTA	Diversified Education and Learning Through Technological Assistance
D-FY-IT	Drug-Free Youth in Texas
DIP	district improvement plan
DISTAR	Direct Instruction Strategies for Teaching Arithmetic and Reading
DLM	Developmental Learning Material
DREAMS	Developing Reading and Math Skills classes
DSC	dyslexia screening committee
DWEIC	Districtwide Educational Improvement Council
EC	early childhood (only as in Grades EC-5)
ECE	Early Childhood Education
ECI	Early Childhood Intervention
ECIP	Early Childhood Intervention Program
Ed-Flex	Education Flexibility Partnership Demonstration Program
EDGAR	Education Department General Administrative Regulations
EIEA	Emergency Immigration and Education Act
EIP	education improvement plan
ELI	early literacy intervention
EMG	Educational Management Group
EPSF	Early Prevention of School Failure (test)
ESC	education service center
ESEA	Elementary and Secondary Education Act
ESL	English as a second language
ESOL	English for Speakers of Other Languages
ESR	Education for Self-Responsibility
ETP	emergency teaching permit
ExCET	Examination for Certification of Educators in Texas
EYP	extended year program
EYS	extended year services
FACES	Functional Academic Curriculum for Exceptional Students
FAPE	free appropriate public education
FBA	functional behavioral assessment
FCCLA	Family, Career, and Community Leaders of America
FERPA	Family Educational Rights and Privacy Act
FFA	Future Farmers of America

FHA	Future Homemakers of America
FIE	functional vision evaluation
FOSS	Full Option Science
FSP	foundation school program
FTE	full-time equivalent
FVE	functional vision evaluation
G/T	gifted and talented
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Educational Development
GEMS	Graduation Enhancement for Migrant Students
GEMS	Great Explorations in Math and Science
GMRT	Gates-MacGinitie Reading Test
GREAT	Gang Resistance Education and Training
HB	House Bill
HEARTS	Honesty, Ethics, Accountability, Respect, Trust, and Support
HILT-PREP	High Intensity Language Training Preparatory Program
HIV	Human Immunodeficiency Virus
HLS	home language survey
HOSTS	Help One Student To Succeed
HOTS	Higher-Order Thinking Skills (program)
IAT	Intervention Assistance Team
IB	International Baccalaureate (courses)
ICAP	Individual Community Academic Program
ICM	Introduction to Computer Maintenance
ICRT	individual criterion referenced testing
IDEA	(NOT an acronym. This refers to assessment materials or tests.)
IDEA	Individual Developmental English Activity (ref. to BE/ESL materials)
IDEA	Individuals with Disabilities Education Act
IDEA-B	Individuals with Disabilities Education Act-Part B
IDRA	Intercultural Development Research Association
IEE	independent educational evaluation
IEI	integrated English instruction
IEP	individualized education program
IFA	instructional facilities allotment
IFSP	individual family services program
ILT	Institute for Learning Technologies
INVEST	(This is a computer program)
IPT	IDEA Proficiency Test
IQ	intelligence quotient
IRI	individual reading inventory
ISD	independent school district
ISI	Integrated Spanish Instruction
ISS	in-school suspension
ITBS	Iowa Tests of Basic Skills
ITP	individual transition plan

J-CAT	Josten's Comprehensive Achievement Test
JJAEP	Juvenile Justice Alternative Education Program
JTPA	Job Training Partnership Act
K	kindergarten (only as in Grades K-5)
KET	Kentucky Educational Television
KEYS	Keep Education Your Solution
LAS	Language Assessment Scales test
LAS-O	Language Assessment Scales-Oral
LAS-R/W	Language Assessment Scales-Reading and Writing
LEA	local education agency
LEP	limited English proficient
LIFE	Living In a Functional Environment
LIFE	Living through Independence and Functional Experiences
LIS	Learning Information Systems
LMA	Learning Media Assessment
LOTE	language other than English
LPAC	language proficiency assessment committee
LPE	Legislative Projection Estimate
LPT	Language Proficiency Test
LRE	least restrictive environment
LSSP	Licensed Specialist in School Psychology
MADD	Mothers Against Drunk Driving
MAT	Metropolitan Achievement Tests
MBO	management by objectives
MDT	multidisciplinary team
MEP	migrant education program
MIST	Math Internet Science Technology
MOU	memorandum of understanding
MTA	Multisensory Teaching Approach (for dyslexia)
NABE	National Association for Bilingual Education
NAEP	National Assessment of Educational Progress
NAPT	Norm-referenced Assessment Program for Texas
NCE	normal curve equivalent
NCI	Neighborhood Centers Inc.
NCTM	National Council of Teachers of Mathematics
NGS	New Generation System
NNAT	Naglieri Nonverbal Abilities Test (identify G/T students)
NOVA	(not an acronym)
NTAP	New Teacher Assistance Program
OASIS	Occupational Attitude Survey and Interest Schedule
OCR	Office for Civil Rights
OLPT	oral language proficiency test

OLSAT	Otis-Lennon School Ability Test
OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OSHA	Occupational Safety and Health Administration
PAARD	preadmission, admission, review, and dismissal
PAC	parent advisory committee
PACE	Plan of Action for Curriculum Enhancement
PACT	Parent and Child Together
PAL	peer assistance leadership
PAL	peer assistance learning
PALM	Primary Assessment in Language Arts and Mathematics
PALS	Parents Assisting in Learning for Students
PAS	Program Analysis System
PATCH	People Attacking Their Chemical Habits
PATHS	Promoting Alternative Thinking Strategies
PDAS	Professional Development and Appraisal System
PEG	Public Education Grant
PEIMS	Public Education Information Management System
PEP	Pregnancy, Education, and Parenting
PID	Person Identification Database
PK	prekindergarten (only as in Grades PK-5)
PPCD	Preschool Program for Children with Disabilities (sped classroom setting)
P-PST	Pre-Professional Skills Test
Pre-LAS	Pre-Language Assessment Scales
PSAT	Preliminary Scholastic Assessment Test
PSI	Partnership Schools Initiative
PTA	parent-teacher association
PTO	parent-teacher organization
PULSE	Picking Up Life Skills Everyday
RAP	Reading Acceleration Program
RBEM	Results-Based Educational Model
RCF	residential care facility
RDSPD	Regional Day School Program for the Deaf
RIO-Y	Re-Integration of Offender-Youth
ROPE	Right of Passage Experience
ROPES	Reality Orientation through Physical Experience Sessions
ROPES	Reality Oriented Personal Education System
ROTC	Reserve Officers' Training Corps
RPTE	Reading Proficiency Tests in English
RSCCC	Regional Service Center Computer Cooperative
SABE	Spanish Assessment of Basic Education
SAC	social adjustment class
SADD	Students Against Drunk Driving
SAGES	Screening Assessment for Gifted Elementary Students
SAI	Special Accreditation Investigation

SAS	Standard Application System
SAS	Success for All Students (TAAS intervention program)
SASI	School Administrative Student Information
SAT	Scholastic Assessment Test
SAT	Stanford Achievement Test
SAVE	Students Achieving Victories Everyday
SB	Senate Bill
SBDM	site-based decision making
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SCANS	Secretary's Commission on Achieving Necessary Skills
SCE	state compensatory education
SDFSC	Safe and Drug-Free Schools and Communities
SDMC	shared decision-making committee
SDMT	Standard Diagnostic Math Test
SDRT	Standard Diagnostic Reading Test
SDS	Self-Directed Search test
SEA	State Education Agency
SEED	Special Enrichment Education through Discovery (Project)
SEMS	Special Education Management System
SES	socioeconomic status
SFA	Success for All
SHARE	Student Health Assessment Referral
SHARP	Start Here and Reach Potential
SIP	school improvement plan
SIT	Silvaroli Intelligence Test
SKILLS	Students Knowledgeable in Living Life Successfully
SMART	Shaping My Attitude to do the Right Thing
SMART	Summer Migrant Access Resources through Technology
SOE	Structure of the Intellect (an aptitude assessment)
SOICC	State Occupational Information Coordinating Committee (now CDR)
SRA	Scholastic Reading Achievement
SRA	Science Research Associates (SRA) Achievement Test Series
SRC	school report card
SSA	shared services arrangement (co-op)
SSS	Scotopic Sensitivity Syndrome
STAND	Students Taking Action Not Drugs
STAR	Services To At-Risk Youth
STAR	Skills Training for Teens At Risk
STAR	Support for Texas Academic Renewal
STAR	trademark, not acronym, in regard to accelerated Reader, Writing, etc.
STARS	Students Teaching About the Risks of Smoking
STEP	Systematic Training for Educational Performance
TAAS	Texas Assessment of Academic Skills
TABE	Test of Adult Basic Education
TABE	Texas Assessment of Basic Education (screening)
TABE	Texas Association for Bilingual Education

TAC	Texas Administrative Code
TAG	talented and gifted (program)
TAP	TAAS Analysis Program
TAP	Text of Achievement and Proficiency
TAP	Total Academic Profile
TASA	Texas Association of School Administrators
TASB	Texas Association of School Boards
TASC	Teaching Academic Success in the Classroom
TASCD	Texas Association for Supervision and Curriculum Development
TASP	Texas Academic Skills Program Test
TASSP	Texas Association of Secondary School Principals
TCADA	Texas Commission on Alcohol and Drug Abuse
TCAP	temporary classroom assignment permit
TCS	Test of Cognitive Skills
TDMHMR	Texas Department of Mental Health and Mental Retardation
TEA	Texas Education Agency (Do not use the acronym in formal writing. Use "the Agency" on second reference.)
TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children
TEAMS	Texas Educational Assessment of Minimum Skills
TEAMS	Treatment, Education, and Assessment Management System (TYC)
TEC	Texas Education Code
TECAT	Texas Examination of Current Administrators and Teachers
TEKS	Texas Essential Knowledge and Skills
TENET	Texas Education Network
TEPSA	Texas Elementary Principals and Supervisors Association
TEPSAC	Texas Private School Accreditation Commission
TESA	Teacher Expectations for Student Achievement
TESOL	Teachers of English to Speakers of Other Languages
TETN	Texas Education Telecommunications Network
TexTEAM	Texas Teachers Empowered for Achievement in Mathematics
TexTEAMS	Texas Teachers Empowered for Achievement in Mathematics and Science
TEXTESOL	Texas Teachers of English to Speakers of Other Languages
TGAP	Texans Getting Academically Prepared
TIE	Technology Integration in Education
TIF	Telecommunications Infrastructure Fund (grant)
TI-IN	Texas Interactive Instructional Network
TILA	Total Integrated Language Approach
TLCF	Technology Literacy Challenge Funds
TLI	Texas Learning Index
TMIP	Texas Migrant Interstate Program
TOBE	Test of Basic Experience
TONI	Test of Nonverbal Intelligence
TONI-2	Test of Nonverbal Intelligence, Second Edition
TOPT	Texas Oral Proficiency Test
TPEA	Texas Public Employees Association
TPR	Total Physical Response
TPRI	Texas Primary Reading Inventory (test)

TQM	Total Quality Management
TRC	Texas Rehabilitation Commission
TSBVI	Texas School for the Blind and Visually Impaired
TSD	Texas School for the Deaf
TSII	Texas School Improvement Initiative
TSSAS	Texas Successful Schools Award System
TSTA	Texas State Teachers Association
T-STAR	Texas School Telecommunications Access Resource
TTAS	Texas Teacher Appraisal System
TWC	Texas Workforce Commission
TYC	Texas Youth Commission
UIL	University Interscholastic League
UNIT	Universal Nonverbal Intelligence Test
VAC	vocational adjustment class
VCR	videocassette recorder
VEH	Vocational Education for the Handicapped
VIPS	Volunteers in Public Schools
VTCS	Vernon's Texas Civil Statutes
WHO	We Help Ourselves
WICAT	World Institute for Computer-Assisted Teaching (now Jostens)
WJR	Woodcock-Johnson Revised
WMLS	Woodcock-Muñoz Language Survey
WRIOT	Wide Range Interest Occupation Training
YMCA	Young Men's Christian Association
YOU	Youth Opportunities Unlimited (federal program)
YRE	year-round education
YWCA	Young Women's Christian Association
ZAP	Zeros Aren't Permitted
ZONE	Zillions of Opportunities in Education

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